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Included is a compilation of short descriptions of examples of promising educational practices currently used in some of the schools of the Los Angeles and Southern California area. They highlight successful ventures in expanding educational opportunities for various pupils at different grade levels, and in many subject areas which can be readily adapted to individual schools without added expense on personnel. Descriptions are classified into eight broad areas: organization and administration, counseling and guidance, in-service training, curriculum and instruction, co-curricular programs, community relations, school-parent relationships, and practices in other urban areas across the nation. Each topic, in turn, is divided into sections applicable to elementary schools, secondary schools, adult schools, and junior colleges, but many practices apply to more than one level. Suggestions are given concerning use of the handbook and ways of implementing the practices described.

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PROMISING PRACTICES FOR EXPANDING EDUCATIONAL OPPORTUNITIES

A HANDBOOK OF CURRENT EFFECTIVE PROGRAMS

LOS ANGELES CITY SCHOOLS • 1963

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PROMISING PRACTICES FOR EXPANDING EDUCATIONAL OPPORTUNITIES

A HANDBOOK OF CURRENT EFFECTIVE PROGRAMS

Educational Materials Laboratory
Office of Education
MAR 11 1965
DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

LOS ANGELES CITY SCHOOLS
1963

FOREWORD

Each day, teachers, supervisors, and administrators in the Los Angeles City Schools seek to resolve a variety of problems as they face the challenge of providing the best educational program possible for the boys and girls in our great and far-flung school system. School and college staffs must adapt classroom teaching to meet the impact on our lives and on our future of space explorations, technological revolutions, mounting urbanization, population mobility, and cultural and ethnic diversities. These all demand the development of new skills, knowledge, and attitudes. In such a climate, we reaffirm our primary purpose as stated in Point of View: "to help each learner to develop his potential capacity, that he may make the most of himself as an individual and make his best contribution to society."

This handbook is a compilation of examples of promising educational practices currently used in some of our schools. These practices highlight successful ventures in expanding educational opportunities for various pupils at different grade levels and in many subject fields. Although other programs which would involve additional expenditures and personnel are being considered, the practices described in this publication can readily be adapted to individual schools without added expense or personnel.

By making use of these practices, and other newly generated programs, our staffs will continue to increase educational opportunities for all pupils and to achieve one of our most important objectives.

JACK P. CROWTHER
Superintendent of Schools

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INTRODUCTION

Because of the complexities of modern living and urbanization, problems of youth have increased and intensified throughout the entire nation. These problems have pointed out the need for additional, coordinated efforts to create greater opportunities for our youth. Within our own city, every school has students who have limited educational and cultural backgrounds which often lead to underachievement. In some cases, these students are unable to compete with their classmates. As a result, the tragedy of the "dropout" occurs.

By various methods, dedicated educators throughout the Los Angeles city school system are meeting daily this challenge with programs specifically tailored to meet individual community and school needs. Aware of these many excellent programs at individual schools, Supt. Jack P. Crowther in September, 1962, requested that school principals respond to a questionnaire dealing with problems of "expanding educational opportunities and strengthening community relations." From the replies received, the Planning Team on the Expansion of Educational Opportunities has provided in this publication examples of promising practices designed to increase educational opportunities. It should be noted that these practices have already been used successfully at individual schools and may be conducted without the provision of additional staff members or funds.

It is the responsibility of local administrators to provide leadership in the implementation of programs of the type described in this handbook. An effective, multi-phase program of expanding educational opportunities should include:

- Solutions to reading and language problems
- Creative adaptations of the curriculum to meet pupil needs
- Expanded counseling and guidance services in which the use of group techniques to improve motivation and achievement is emphasized
- Additional cultural enrichment provided through in-school and out-of-school programs

- Development of teacher understanding regarding the problems of culturally disadvantaged pupils and of ways of working with them effectively through continuous in-service training programs at the school level

- Increased parent-education programs

- Strengthened home-school communication

To facilitate the utilization of the practices described in this publication, the content has been organized under eight major topics. These are broad in scope and represent significant aspects of the problem of expanding educational opportunities. Each topic, in turn, is divided into sections applicable to elementary schools, secondary schools, adult schools, and junior colleges. Although the practices are presented by levels for convenient reference, teachers and other staff members concerned with provision of greater educational opportunities will find valuable suggestions in all sections because many practices apply to more than one level. The various activities described in this publication may be implemented by means of:

- Serious study of the report by the school administrator
- Joint study and discussion with the administrative staff
- Utilization of faculty committees or department chairmen in planning action programs
- Presentation of a plan to the faculty for implementation

Further steps in the development and continuation of action programs might include:

- A series of faculty meetings
- Local institutes
- Measures to increase articulation from one school level to another
- Area meetings of principals
- Cooperation with colleges and adult schools
- Involvement of parents and community leaders

By making judicious use of the practices described in this handbook, administrators, supervisors, and teachers will contribute immeasurably to the continuing efforts of the Los Angeles city schools and colleges to improve community relations and to expand educational opportunities.

ACKNOWLEDGMENTS

Because of the immense size and scope of the educational program conducted by the Los Angeles City School System, administrators, supervisors, and teachers find it necessary to coordinate major efforts, maintain adequate communication, and exchange constructive ideas. The questionnaire regarding programs of expanding educational opportunities and strengthening community relations distributed to all schools and colleges in September, 1962, was designed to fulfill such a need.

Grateful acknowledgment is expressed to the many administrators and teachers in schools and colleges who responded to the questionnaire. The data gathered in this manner constitute the content of this handbook. Although many worthwhile programs were submitted, only a limited number of examples were used because of limitations of space and coverage. The interest displayed by all school staffs and their willingness to share information about effective practices are deeply appreciated.

Special acknowledgment is made to the members of the Superintendent's Planning Team on the Expansion of Educational Opportunities, who spent countless hours analyzing responses and formulating the content of this handbook. Members of the team include:

Helen Miller Bailey, Chairman, Social Science Department
East Los Angeles College

Walter R. Parker, Principal, Fremont Adult School

Isaac H. McClelland, Jr., Principal, Jordan High School

Johanna F. Hofer, Principal, Van Nuys Junior High School

Samuel J. Rowe, Principal, Ascot Avenue Elementary School

Sam Hamerman, Coordinator of Youth Opportunities, Office
of Deputy Superintendent

Appreciation is also expressed to the staff members of the Division of Instructional Services for their technical assistance and to Ernest Ono, teacher at Dorsey High School, and Johns Harrington, editor of school publications, for organizing and editing the manuscript.

LOUISE WOOD SEYLER
Deputy Superintendent of Schools

SECTION I

ORGANIZATION AND ADMINISTRATION

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SOME STANDARD PRACTICES FOR ELEMENTARY SCHOOLS

- Extended-day primary reading programs
- Special ability groupings
- Individualized reading programs
- Gifted programs and cluster groups
- Team-teaching programs
- Special training classes
- Provision of two complete semesters of kindergarten when needed. (Children 6 years of age or over are permitted to attend if the additional instruction is desirable for them.)

SELECTED EXAMPLES OF PROMISING PRACTICES

DEPARTMENTALIZED READING INSTRUCTION

Homogeneous grouping based on achievement is employed to teach reading although the school enrollment is small. Children from A3 through A6 are divided into groups according to reading achievement, regardless of their grade level, and report to different classrooms for reading instruction.

The groups are organized by the principal with the assistance of the teachers. Children may move from group to group as they progress in reading. Within each class, the children are further divided into three sub-groups. But when necessary the entire class is taught certain skills at the same time. Results of yearly tests indicate that this program has proved to be effective in raising the reading achievement level of the pupils.

--Reported by Van Ness Avenue Elementary School

YEAR-LONG TEACHER ASSIGNMENTS FOR SUPERIOR PUPILS

The most promising children in each kindergarten class are assigned to the same B1 class. The pupils then remain with the same teacher for both semesters. Thereafter, the group remains intact throughout the six grades although different teachers are assigned for each full grade.

--Reported by One Hundred Second Street Elementary School

EXTENDED USE OF THE SCHOOL LIBRARY

The playground program of club and recreational activities was expanded by the principal to include the use of the school library in the evening. The play leader for the school, which has a lighted playground, supervises the children in the library as they read, study, and do homework.

--Reported by Marianna Avenue Elementary School

ENGLISH CLASS FOR FOREIGN-SPEAKING CHILDREN

A teacher on the school staff is assigned on an "off the norm" basis to teach English to the foreign-speaking children enrolled in the school. The older children attend the class from 9 a.m. to 12 noon, and the younger children attend from 1 to 3 p.m. (The school is on a divided-day schedule.) This program has particularly assisted older children with their regular classroom work.

--Reported by San Fernando Elementary School

VARIATION OF DIVIDED READING PROGRAM

In a divided reading program introduced experimentally, the primary teacher was allocated an additional 30 minutes of classroom time to teach the large average-reading group from 8:30 to 9 a.m. each day. At 9 a.m., the remainder of the class was brought to the room by an upper-grade pupil. The regular school day then began and was continued until 1 p.m.

From 1 to 1:30 p.m., the low-reading group received instruction. During this time, the middle group worked on assigned follow-up work. At 1:30 p.m., pupils in the average group were dismissed for the day, those in the low group returned to their seats for follow-up and independent activities, and pupils in the top group engaged in an enriched program under the direction of the teacher.

--Reported by Fifty-Second Street Elementary School

A COMBINED STUDY AND RECREATIONAL SUMMER SCHOOL PROGRAM

A combined summer school and summer recreational program was introduced on an experimental basis in 1962. It included four classes of pupils grades three through six, and was conducted from 8 a.m. to 4:15 p.m. from July 9 through August 17.

A departmental class organization was used. Subjects were English, Reading, Mathematics, Social Studies, and Science. Three subjects were taught in the morning, and the fourth was taught in the early afternoon. The recreational program included dramatics, clubs, trips, arts and crafts, and films. It was conducted for one period in the morning and during the afternoon by the teachers with the assistance of the play leader, who also served as a teacher aide and noon-duty aide.

--Reported by Normont Elementary School

SOME STANDARD PRACTICES FOR SECONDARY SCHOOLS

- **Selection of a well-balanced staff in terms of age, sex, and ethnic background**
- **Planning, organizing, and implementing of curricular development to meet pupil needs**
- **Maintenance of a public relations program**
- **Provision of in-service training programs**
- **Participation in community relations programs**

SELECTED EXAMPLES OF PROMISING PRACTICES

A TEAM APPROACH TO ADMINISTRATIVE PROBLEMS

Principals in the mid-city area formed a committee to exchange ideas regarding the improvement of educational opportunities for students in their schools. The committee includes nine senior high school and four junior high school principals. This group meets once a month from 7:15 to 9:30 a.m.

The program is organized around major areas which the committee believes need emphasis. Sub-committees have been appointed to study each of the following:

A scholarship program for able students
The dropout problem and student discipline
Ways to improve motivation
Guidance programs
Teacher selection and assignment
In-service training for administrators and teachers.

In addition to these assignments, committee members have undertaken a number of other projects.

The first task, however, was to prepare a statement of philosophy. Copies of this statement have been distributed to hundreds of interested school personnel and citizens in the community. Some of the continuing projects of the committee are:

- Contacts with churches in the mid-city area

- A quarterly (10-week) newsletter, which is distributed to 300 churches to be read to their congregations

- Radio programs informing the public about student activities and other programs in mid-city schools

- Newspaper articles describing the mid-city programs

- Participation in an in-service training program (At many of the committee meetings, experts and specialists in various fields assist in finding solutions to problems.)

Community-school programs, such as career scholarships conferences for the most capable students in mid-city schools. (This event was sponsored by a group of college women and the Mid-City Principals' Committee.)

--Reported by Mid-City Principals' Committee

AWARDS FOR STUDENTS NOT MEMBERS OF SERVICE GROUPS

This program provides recognition for students not affiliated with the traditional school service clubs and organizations. It encourages the average student to participate in worthwhile school activities. Each semester, members of the student body may volunteer to perform school service tasks, such as operating the switchboard or assisting a teacher with typing. The following pin awards are presented to students receiving recommendations from teachers based upon the quality of their volunteer service work:

First award	- A plain pin for 3 semesters
Second award	- A one-jewel pin for 4 or 5 semesters
Third award	- A two-jewel pin for 6 semesters, awarded in the A12 semester

--Reported by Belmont High School

THE "OPEN DOOR POLICY" APPROACH

The "open door policy" is designed to establish effective working relations between the principal and students, parents, and other members of the community. It is especially helpful in areas where parents and other citizens may feel hostile or reluctant to visit the school. Students, parents, and other persons from the community may visit the principal at any time, unless he is already in conference. However, visitors are encouraged to make appointments.

--Reported by Banning High School

BUILDING SCHOOL PRIDE THROUGH ASSEMBLIES AND ACTIVITIES

A program to build school pride makes use of every outstanding achievement in scholarship, speech, athletics, art, music, and other fields to point out student accomplishments. Its purpose is to impress on the students the success of their schoolmates who have gained distinction through competition. The program is implemented by student leaders, teachers, counselors, and administrators in the classroom, in assemblies, and in bulletin announcements.

--Reported by Fremont and Monroe High Schools

PRINCIPAL'S ASSEMBLY TO STRENGTHEN RAPPORT

To set the tone for the semester and to establish a good relationship between the student body and the principal, the presentation each term of a principal's assembly is effective. The event is held during the first or second week of the semester. It can be scheduled in various ways:

- **A series of assemblies by grade level**
- **A series of assemblies period by period**
- **Two assemblies, one for the lower and one for the upper divisions**
- **One assembly for the entire student body**

The principal's talk may be an informal discussion of goals for the year and include ways in which they can be achieved. Improved student morale and increased rapport between the principal and the student body are possible results.

--Reported by Belmont and Hollywood High Schools

A WORKSHOP TO HELP TEACHERS UNDERSTAND THE COMMUNITY

To orient new faculty members to the community, a point workshop was organized by the boys' vice-principal. Interest was so great that other teachers also chose to participate.

--Reported by Mark Twain Junior High School

REFERRAL OF NEW STUDENTS TO CO-CURRICULAR ACTIVITIES

Before being registered and programmed, new students are welcomed during conferences with vice-principals. At this time, the vice-principals assess the particular needs and talents of the new students and encourage them to participate in appropriate club programs and student activities.

--Reported by Lincoln High School

A HOMEROOM PROGRAM TO IMPROVE PUPIL ATTENDANCE

Homeroom teachers call parents to determine the reasons for absences. The teachers perform this duty during their conference periods and report important information to appropriate staff personnel.

--Reported by Adams and Maclay Junior High Schools

PROVISION OF STUDENT COUNSELORS AND GUIDES

Students serve as orientation counselors and guides. The plan differs from many orientation programs in that the counselors and guides work with the new students for the entire semester. Important aspects of the plan include:

In-Service Training: Student leaders are selected and trained by the teacher-sponsor and vice-principals prior to the opening of school. The teacher-sponsor also schedules three meetings during each semester to discuss progress, problems, and ideas for improving the program.

Student Activities: Student guides for every grade level are assigned to new students during registration. On the first day, the student guide introduces the new student to his grade counselor and to each of his subject teachers. New students are invited to attend one athletic contest as a guest of the student body. They are also introduced to student clubs and activities that might be of interest to them. New students are invited to seek the assistance of the counselors and guides whenever necessary.

--Reported by Birmingham High School

ORIENTATION OF TEACHERS NEW TO A SCHOOL

Because many teachers are from smaller cities and rural areas, a very effective orientation program has been developed. In addition to a special meeting prior to the opening of school, new teachers attend orientation meetings held on Monday afternoons for 10 weeks. Common problems and the following topics are discussed:

- **Orientation to the socio-economic level and ethnic characteristics of the neighborhood**
- **Class management and organization: first day procedures; establishing routines: assigning of seats, preparing a seating chart, preparing and maintaining assignment sheets; routine for beginning of class instruction; class rules**
- **Purposes, organization, and management of homeroom**
- **Suggestions for classroom control**
- **Working with the slow worker**
- **Orientation to Guidance Office**
- **Orientation to library and audio-visual resources**
- **Preparation and maintenance of roll books**
- **Teacher organizations**
- **Grading philosophy (Certain procedures are discussed prior to their use in the school program, such as issuance of unsatisfactory notices and assignment of marks.)**
- **Teacher evaluations: method, time, and personnel performing appraisals**

New teachers are requested to submit weekly lesson plans to their department chairmen. Following the fifth week of school, the new personnel are asked to observe during their conference periods instruction conducted by outstanding teachers in the school. Efforts are made to assign the new teachers to grade levels and subject areas that best meet existing needs. In addition, they are assigned to experienced faculty members for continuing guidance and orientation.

--Reported by Muir Junior High School

REDUCING STUDENT-COUNSELOR RATIOS

A greater proportion of non-teaching time was assigned to the counseling program to enable assistant counselors to work on solutions to dropout and transiency problems. The program to improve the holding power of the school through counseling is based upon:

- A terminal conference with each student desiring to leave school prior to permitting him to begin the check-out procedure. This conference is conducted by an assistant counselor or the head counselor. Vice-principals also confer with students whose behavior indicates that they may become dropouts.

- Conferences by the registrar with parent and student when the student's attendance record indicates that he is a potential dropout.

- Placement of the student in a special one-semester program designed to utilize his specific interests and abilities. This program is arranged without regard for graduation requirements because its objective is to put the student in classes in which he can experience success. During the following semester, the student is returned to the regular program in accordance with his needs and graduation requirements.

--Reported by Belmont High School

USE OF MASTER ABSENCE LIST TO PREVENT DROPOUTS

The students whose names appear frequently on the master absence list are starred by the registrar as potential dropouts. They are referred to the vice-principals for a study of attendance problems. If necessary, the vice-principals schedule parent conferences. No student whose name is starred may return to class after an attendance infraction until he obtains a clearance from the vice-principal.

--Reported by Belmont High School

RESPONSIBILITY OF GRADE COUNSELOR FOR PUPIL ATTENDANCE

Because poor attendance is often a symptom of other difficulties, grade counselors are instructed to use attendance records as a starting point for counseling activities. In this school with an enrollment of 2,000 pupils, the counseling personnel consist of one head counselor and five grade counselors. Each counselor is responsible for an entire grade level of either boys or girls. (The counseling staff includes three men and three women.) Attendance is taken during Period I, and a master absence sheet is compiled. Counselors then call the homes of absentees. This extra contact enables counselors to become better acquainted with their pupils and to provide necessary guidance before serious problems can develop.

--Reported by Reed Junior High School

ADMINISTRATION OF AN EFFECTIVE HOMEROOM PROGRAM

To assure maximum use of group guidance, through which students can benefit from daily contact with a teacher-counselor, the homeroom program was arranged as follows:

- The schedule for the entire school was organized on the basis of daily homeroom periods (their lengths varying with daily and weekly needs).
- Under the direction of the principal, the head counselor guided the work of the assistant counselors, who provided leadership to the homeroom teachers of their grade levels.
- Every fourth faculty meeting was devoted to counseling and guidance. The head counselor discussed matters pertaining to the total guidance program for 10 or 15 minutes during which assistant counselors reviewed plans and procedures with homeroom teachers.
- A handbook which listed duties and responsibilities of the homeroom teacher was made available. Basic information to be used in homeroom guidance and "how to" practices and procedures are included in this publication.

--Reported by Jefferson and Jordan High Schools

FACULTY GROUP DISCUSSIONS CONCERNING HUMAN RELATIONS

The discussion and study of human relations problems were significantly improved when faculty members met with the principal in small groups during their conference periods. The purpose of these conferences were to:

- **Increase awareness of the various aspects, ramifications, and effects of human relations problems in the school**
- **Share ideas and suggestions for improving human relations**
- **Discuss the needs for further study, planning, and programs in this area**

Use of small goups permitted a more free expression of ideas and suggestions. One of the most important outcomes was the faculty's greater understanding of the problems.

--Reported by Mark Twain Junior High School

ORIENTATION OF NEW TEACHERS TO THE COMMUNITY

Shortly after the school semester begins, new teachers are escorted on a motor tour of the community. The kinds of homes, yards, and general environment are noted. Settlement houses, youth centers, playgrounds, and other points of interest are also identified during the tour. Follow-up orientation and discussion sessions are held at the school.

--Reported by Belvedere Junior High School

VISITS BY ELEMENTARY SCHOOL PRINCIPALS TO JUNIOR HIGH SCHOOL

Principals from contributing elementary schools are invited to a luncheon program at the junior high school each year to improve communication. The visiting principals tour the junior high school plant so that they may observe the conduct of various programs.

--Reported by Foshay, Muir, and Carver Junior High Schools

ASSISTING GRADUATES IN ADJUSTING TO JUNIOR COLLEGE

To implement counseling services for high school graduates entering junior colleges, the senior high school counselor has arranged with the college counseling staffs for graduates to report to designated college counselors. They in turn obtain from the high school counselor information about the student that will be helpful in assuring effective counseling.

The high school recommends that this plan be continued for those students who need special attention in programming and counseling to assure success in college. During the first year at the college, students are urged to review their programs with the high school counselor.

--Reported by Jefferson High School

ARTICULATION BETWEEN JUNIOR AND SENIOR HIGH SCHOOLS

The senior high school principal invited academic subject chairmen, principals of contributing junior high schools, and senior high school department chairmen to attend a meeting to improve articulation. Subject sequences, materials to be covered, and marking policies were discussed so that junior high school teachers would know what is expected of their pupils in senior high school. The informal discussion resulted in a much closer working relationship between the senior high school and the contributing junior high schools.

--Reported by Fremont and Jordan High Schools

SOME STANDARD PRACTICES FOR ADULT SCHOOLS

- **A flexible educational program geared to the needs of the community it serves**
- **Continuous enrollment**
- **Acceptance of students of all age levels, providing the underage student has proper day-school clearance**
- **Coordination with California State Department of Employment in scheduling classes to meet employment needs**
- **Cooperation with community agencies to accept students referred by Probation Department, Veterans Administration, Bureau of Public Assistance, and senior citizens groups**
- **Short-unit courses**
- **Communication with day-school dropouts regarding continuation of their education through enrollment in adult school classes**
- **Announcement of all classes offered by publication of a district-wide composite schedule of classes**
- **Publication of course descriptions in class schedules**

SELECTED EXAMPLES OF PROMISING PRACTICES

A SOLUTION TO INTERRUPTION OF THE SCHOOL PROGRAM

Students are permitted to enroll at any time during the school year. Such flexibility is of value to those new to the community and to long-time residents whose adult responsibilities force temporary interruptions of their schooling. Credit and attendance information maintained by the school minimize the effects of transiency.

The cultural and economic values of high school graduation are emphasized in the classroom and in publicity concerning the school. Staff members counsel students to remain in school. Records from school previously attended are accumulated for all students enrolled in classes to earn a high school diploma. Welfare assistance is secured when appropriate. Within reasonable limitations, classroom teachers modify their instructional program to encourage the retention of individual students. (For example, extra homework assignments are provided for as long as a month to overcome lack of classroom attendance because of a temporary change in working hours.)

--Reported by San Pedro Adult School and
all other adult schools

AN APPROACH TO SOLVING THE PROBLEM OF TRANSIENCY

To meet problems of transiency, the adult school employs these procedures:

Letters are mailed to all former students enrolled during the previous year to point out the registration dates and the value and availability of a high school diploma. During the school semester, telephone calls are made to all students who are reported as continuously absent for a three-week period.

--Reported by Los Angeles Adult School

ARTICULATION BETWEEN ADULT AND DAY SCHOOLS

The adult schools and the day schools within the area coordinate in contacting all dropouts in an endeavor to encourage them to continue their education through the adult school program. This contact occurs either at the time the student checks out of school or soon thereafter.

--Reported by Banning, Fremont, and Jefferson
Adult Schools, and other adult schools

LIBRARY USE BY DAY AND EVENING SCHOOL STUDENTS

To provide additional services to the day and adult students of the community, the school library is open each evening from 6:30 to 9:30 p.m. Thus, not only the library reference books but also a quiet place to study are made available to the student and community residents. To supervise the library, the adult school counselor or counselor's clerk perform their assigned duties in the library.

--Reported by Manual Arts, Fremont, San Pedro Adult Schools,
and other adult schools

CO-SPONSORSHIP OF THE OPEN HOUSE PROGRAM

To provide greater understanding of the total school program, the adult school and the day school combine their "open house" programs. The day school provides an auditorium program for day students and their parents as well as for interested adult school students. Following the auditorium program, classroom visitations involving both the day school teacher and the adult school teacher are scheduled. At the conclusion of the visitations, guests and teachers gather in the cafeteria for refreshments and exchange of ideas.

--Reported by Fremont Adult School

DAY SCHOOL-ADULT SCHOOL COORDINATION OF SCHOOL OFFERINGS

The adult school coordinates with the day school by offering courses on a refresher and remedial basis below the high school level. Students are assigned these courses through individual counseling interviews. Teachers for the subjects concerned are selected because of their particular qualifications in teaching remedial subjects. In cooperation with the day-school counseling and administrative staff, credit is granted in certain cases to aid the student in earning credit toward day-school graduation.

--Reported by Washington Adult School
and other adult schools

A HOLDING OR SCREENING CLASS FOR NEW FOREIGN STUDENTS

To accommodate the large number of foreign-speaking students who take advantage of the continuous enrollment policy, the adult school schedules one class that serves as a holding or screening class. Here the teacher conducts a program that strives to make the newcomer feel both welcome and at ease while the teacher evaluates the student's mastery of the English language. Following this period of both adjustment and evaluation of the student's background, the instructor and the counselor place the student in appropriate classes.

--Reported by Roosevelt Adult School

REMOVING THE APPREHENSION OF THE NEWLY ENROLLED STUDENT

Many students state that the most difficult period of adjustment is the first visit to the school. Once they "survive" that first evening, they feel more comfortable about their chances of success.

Many schools call upon their English for Foreign Speaking instructors, who are often bilingual, to assist with enrollment procedures. Generally, enrollment is handled in the privacy of a classroom. This privacy is also important for the person desiring to enroll in Elementary Subjects or Remedial Reading. Personal interest is the key to developing rapport and removing the first night's apprehension.

--Reported by Gardena Adult School

PROVISION OF EVENING STUDY HALL FACILITIES

Within many areas of the city, home situations are such that students lack an appropriate place for evening study. By making available either the school library or a vacant classroom, the adult school provides for interested students a satisfactory place to study. Such a facility is utilized by both day and evening school students.

Supervision is provided by having either an evening school clerk or a part-time evening school counselor perform their duties in the same room. It is planned to request the day school P. T. A., a day-school parent group, or the adult school student council to provide adult supervision in the future.

--Reported by Fremont Adult School

SOME STANDARD PRACTICES FOR COLLEGES

- Small student body fee ($6.50) in lieu of tuition charge
- Acceptance of all high school graduates and applicants over 18 years of age even though they have not been graduated from high school
- A variety of part-time programs patterned to accommodate students whose work hours otherwise would not permit their attendance
- Interchangeable day and evening programs to provide flexibility for self-supporting students in case of job or shift changes
- A variety of two-year occupational courses leading directly to employment
- Equivalent curricula in the freshman and sophomore years to parallel those in most California colleges and universities and to allow college students who follow such curricula four semesters to enter a four-year college or university with junior status
- Summer session offerings of regular courses at low cost
- Honors program which accepts high school seniors of exceptional ability for enrollment in college classes
- College subjects taught by highly specialized staff members in classes small enough to permit discussion

SELECTED EXAMPLES OF PROMISING PRACTICES

FILM SLIDES AS AN ARTICULATION DEVICE

A set of slides entitled "The Seven Junior Colleges" has been prepared. It includes attractive pictures and illustrated material covering the specialties of each of the colleges in the Los Angeles city system. Depicted are class activities, student programs, lunch rooms and snack-bars, community projects, and athletic events. The commentary which accompanies the slides emphasizes the low cost of junior college education and its availability to all students within the district who have a high school diploma or who are 18 years of age.

Registrars, counselors, and occasionally student leaders from the junior colleges visit contributing high schools each semester to present the slides to twelfth graders. "The Seven Junior Colleges" has also been presented to students in adult schools. The possibilities of day-time junior college attendance have been emphasized for women not employed in the day time and for men working a late afternoon or night shift.

--Reported by Valley College and Fremont Adult School

HIGH SCHOOL VISITING DAY AS A MEANS OF ARTICULATION

Twice a year, junior colleges invite students from nearby high schools to visit the college campus for an entire day. A program is usually arranged by the Dean of Student Activities of the college concerned. Names of students who wish to attend are supplied by the high schools. In a college of average size, perhaps 200 high school students will be guests, 12 or 15 of whom will represent each contributing school. Students are divided into groups of ten with those from other high schools. They tour the campus, visit classes, interview student body officers, observe the college student body cabinet at work, and enjoy a luncheon and entertainment. Equally successful are separate visiting days for girls. They attend a luncheon and hear department chairmen explain career choices and planning. An "Engineering Day" for high school boys has also proved effective.

--Reported by Los Angeles City and East Los Angeles Colleges

TALKS TO NINTH GRADERS BY VOLUNTEER COLLEGE SPEAKERS

Members of a volunteer group which receives recognition for social services present talks to pupils in A9 homerooms at neighboring junior high schools. Counselors from these schools have pointed out that many A9 students withdraw before completing the tenth grade. Therefore, the visits by college students from their own neighborhood have proved to be an inspiration to the junior high pupils. The student speakers from the college represent the same cultural minority and socio-economic level as the ninth graders.

--Reported by East Los Angeles College

EMPLOYMENT OF COLLEGE STUDENTS AS CLASSIFIED WORKERS

College presidents may request a certain number of hours of student help from the Budget Division, which is then allocated to various departments in the college on the basis of need. Students are assigned to work as laboratory assistants in biology, chemistry, and physics. They also assist by issuing motion picture projectors for the audio-visual department, handling record players for the music department, and working at the library check-out desk. Duties are performed under the supervision of the regular classified staff. Student stenographers are assigned, on the recommendation of the Business Department, for 10 hours each week to offices of deans and department chairmen. All student workers handling towels and equipment in the gynmasium are on this part-time basis. In one college with a regular day enrollment of 3800 students, 62 such student workers from four ethnic groups were employed during the fall semester, 1962. Each student worker received $14.90 for 10 hours of service per week.

--Reported by Valley and East Los Angeles Colleges, and other colleges

A FLEXIBLE LOAN FUND FOR DAY-TO-DAY FINANCIAL PROBLEMS

Several colleges administer revolving funds contributed by business, professional, and community groups to assist students. Loans in small amounts are authorized by the Dean of Students on the basis of need. These loans, averaging from $35 to $60, often prevent dropouts at the time of small financial crises.

--Reported by East Los Angeles College

VOCATIONAL UP-GRADING FOR STUDENTS ALREADY EMPLOYED

Courses in the fields of business, secretarial work, computer machines, technical shop work, commercial art, engineering skills, and mathematics review for civil service employees are offered as part of the junior college extended day program. These college-level classes usually carry transfer credit or are included in two-year semi-professional curricula. When offered at night, they provide a continuing opportunity for vocational up-grading of former students or employees of local firms in a variety of positions.

--Reported by Los Angeles Trade Technical and East Los Angeles Colleges, and Metropolitan College of Business

SECTION II

COUNSELING AND GUIDANCE

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SOME STANDARD PRACTICES FOR ELEMENTARY SCHOOLS

- School guidance committees
- Class profile sheets
- Assistance of a welfare and attendance worker:
    - Direct parent-child counseling services
    - Liaison with community agencies
    - Conduct of or participation in case conferences
    - Help in social adjustment classes
- Arrangement of schedules of district counselors to provide regular counseling services at all schools on a rotation basis

SELECTED EXAMPLES OF PROMISING PRACTICES

GROUP GUIDANCE CLASS

The school counselor meets for 30 minutes during every other week with group guidance classes. Pupils are selected for the classes on the basis of their behavior, lack of academic achievement, common problems, chronological age, and ability to verbalize ideas. Group balance of personalities is also considered. Teachers or the principal make initial referrals. Pupils are further screened by the principal and counselor and remain in the guidance classes as long as progress continues. The counselor maintains close communication with the pupils' teachers, the principal, and, when necessary, parents.

--Reported by City Terrace Elementary School

BI-MONTHLY CASE CONFERENCES

Case conferences are held every two weeks for children with problems on the day that the district counselor visits the school. The conference team consists of the child's present and past teachers, the welfare and attendance worker, the counselor, the vice-principal, the principal, and other appropriate school personnel. The welfare and attendance worker leads the group.

Realistic recommendations which the school can follow are emphasized. One such recommendation may be to obtain permission for a child who is "over-supervised" at home to participate in after-school playground activities. Another recommendation may be to designate a male administrator or teacher as a "father figure" for the child and to receive reports of his progress.

--Reported by Compton Avenue Elementary School

IDENTIFYING AND WORKING WITH POTENTIAL DROPOUTS

Because the truant pupil is a potential dropout, a strong effort is made to identify and counsel children of this type to determine their probable causes of truancy. Each child's achievement, placement, and behavior are closely surveyed. Recommendations are determined after careful study. Records of contacts with parents, of office conferences and discussions with teachers and children regarding difficulties of adjustment, and of descriptions of remedial measures are forwarded to the administrator of the school concerned if the child transfers.

--Reported by Sheridan Street Elementary School

RAISING ASPIRATIONS TOWARD HIGHER EDUCATION

Part of the P. A. C. E. (Pico-Aliso Cultural Enrichment) Program at Utah Street School is to create aspirations for college or other higher education in third-grade pupils. These B3 and A3 children are selected by teachers and counselors on the basis of their performance on individual and group tests. The Guidance and Counseling Section, Division of Elementary Education, assists in the planning and conduct of the program. In addition to the guidance activities, the program consists of many other experiences. These include trips for cultural enrichment, a broadened parent-education program, work with community agencies, and correlation with all enriching aspects of the school curriculum.

--Reported by Utah Street Elementary School

USE OF FORMER PUPILS AS GUIDANCE SPEAKERS

Former pupils are invited to speak to the upper-grade classes. They provide advice regarding opportunities that are available for completing high school and college and encourage pupils to aspire to higher educational goals within the framework of their potential abilities.

--Reported by Ann Street Elementary School

VOLUNTEER GROUP TO AID NEGLECTED CHILDREN

Women volunteers visit the school for 1/2 hour each week to help individual children who are recommended by their teachers as needing personal attention. The volunteers help each child with classwork, usually spelling, but also allow them to talk about their problems. Provisions are made for follow-up activities with the teachers and the principal.

--Reported by Ascot Avenue Elementary School

SOME STANDARD PRACTICES FOR SECONDARY SCHOOLS

- **Achievement-level grouping in academic classes**
- **Program adjustments to meet the needs of individual pupils**
- **Placement of qualified pupils in academically enriched classes**
- **Placement of students of limited ability in special classes**
- **Vocational guidance through the conduct of Career Days and group guidance activities**
- **Continuous guidance through homerooms and other classes**
- **Testing of all new incoming pupils**
- **Interviews of all incoming pupils by the vice-principals**
- **Orientation of incoming B7 and B10 pupils**
- **Use of student helpers to orient pupils new to the school**
- **Exchange of counseling information between junior and senior high school counseling staffs**
- **Visits to contributing schools by secondary counselors**
- **Provision of individual counseling to help pupils solve school-related personal problems**
- **Provision of counseling service, including scholarship information, for college-preparatory pupils**
- **Orientation of parents to the total school program through grade-level meetings**
- **Conferences with the parent and pupil regarding course and vocational choices**
- **Provision of counseling for seniors regarding alternatives for post-high school education**

SELECTED EXAMPLES OF PROMISING PRACTICES

IMPROVING THE STUDENT BODY SELF-IMAGE

Based on the school's use of the Olympian theme, each B7 homeroom is presented with a large shield, which is divided into six sections, one for each semester. In the center is a picture of the homeroom pupils. Insignias or stars are added to the shield as homeroom pupils win recognition in school activities, such as drives and athletic contests; qualify for membership in the scholarship society; are elected to student body offices; and receive other honors. Homeroom pupils carry their shields to the auditorium for assemblies, and at graduation time display the shields and present them to the school. The shields are then permanently displayed in the halls. Pupils returning to school point out with pride the accomplishments of their homerooms. This type of activity fosters a growing pride in homeroom and individual accomplishments.

--Reported by Belvedere Junior High School

"HOWDY DAY" PROGRAM

Designed to acquaint A6's and their parents with the junior high school and its program, "Howdy Day" is held on Saturday morning to accommodate working parents. All members of the administrative staff, B7 homeroom teachers, and P. T. A. representatives are present. Invitations are sent to parents by A6 pupils, who are invited to join in planning when a junior high school administrator and counselor visit the elementary school for programming purposes. Homeroom assignments are sent to the elementary school prior to "Howdy Day." During the program, pupils and parents sit with assigned homeroom teachers. Activities include:

- **A brief orientation program**
- **Get-acquainted meetings with homeroom teachers in their assigned rooms**
- **Tour of the school plant conducted by "big brothers" and "big sisters"**
- **Refreshments served by P. T. A.**

--Reported by Edison Junior High School

BUILDING SCHOOL PRIDE AND LOYALTY

At the beginning of each semester, the Student Council holds an assembly for new students. Traditions and some key points in the school's history are described. New students are taught the school creed, which is recited at every auditorium program. Recitation of the school creed, in addition to the Pledge of Allegiance, is an effective way for students to identify themselves with the school and to develop school pride. Singing the "Alma Mater" at the close of each assembly also contributes to this purpose.

--Reported by Lincoln High School

A LETTER TO INCOMING B10'S AND THEIR PARENTS

Prior to registration, a letter is sent to all incoming B10's and their parents to explain some of the school requirements. The letter includes:

- A list of equipment needed for physical education classes
- A list of certain essential policies and procedures regarding the use of hall lockers, proper school dress, homework policies, and accepted campus behavior
- A list of the members of the administrative staff, including the principal, vice-principals, head counselor, B10 counselor, and registrar
- A few essential directions, such as the location of the room to which new students report

--Reported by Jordan and Jefferson High Schools

ORIENTATION MEETINGS FOR NEW PUPILS

Each month, all pupils who have enrolled during the preceding 30 days attend a meeting which is usually held during the homeroom period. The teacher in charge explains school policies and procedures, introduces the pupils to administrators, and discusses any problems that pupils wish to present.

--Reported by Mt. Gleason Junior High School

ORIENTING THE TRANSIENT PUPIL

Most schools conduct a planned orientation program for new pupils at the beginning of each term. However, the following plan has been developed for those pupils who enroll during the semester. A grade counselor serves as homeroom teacher for the new pupils during at least one week to help make them feel at home. During this time, orientation materials regarding the school are presented and discussed and the new pupils are introduced to the administrative staff. At the end of the week, the pupil is assigned to his regular homeroom.

--Reported by Berendo Junior High School

ORIENTATION FOR B7'S AND OTHER NEW PUPILS

On the Saturday prior to the opening of school, all B7's and other new pupils and their parents are invited to visit the campus. Announcements regarding the event are widely publicized. After an orientation program in the auditorium, pupils report to their homerooms and meet with their homeroom teachers. After explaining the purposes of homerooms, the teachers issue lockers. Members of the Student Council assist the new pupils in locating their lockers and in operating the combinations. During this time, parents remain in the auditorium to hear further discussion about curricular offerings and to view a film about junior high school life.

--Reported by Fulton Junior High School

TEACHER VISITS TO ELEMENTARY SCHOOLS

To assist incoming pupils from elementary schools, departmental teams of junior high school teachers observe instruction in their respective subject fields at a contributing elementary school. Teachers in as many departments as possible are provided with this opportunity. This program is planned cooperatively by the principals of the schools concerned. It has increased the continuity of the instructional program and added to the respect of the junior high school faculty for the contribution of elementary school teachers.

--Reported by Belvedere Junior High School

A6 VISITING DAY

The purpose of A6 Visiting Day is to orient the incoming A6 to the junior high school so that he will feel secure and comfortable prior to his enrollment. This event is usually held during the 19th week of the semester, from 10 to 11:30 a.m. Characteristics of the program include:

- Assigning of pupils to homerooms in advance and asking them to sit with their homeroom teachers in the auditorium
- An introductory session in the auditorium, in which school leaders and administrative staff members are introduced
- A tour of the school plant conducted by members of the Student Council, who act as "big brothers" or "big sisters" when the new semester begins
- Serving of refreshments by members of the P. T. A. at the conclusion of the tour

--Reported by Muir Junior High School

A STUDENT-PARENT-COUNSELOR GUIDANCE PROGRAM

During the A10 Guidance course, the guidance teacher sends home a form on which the parent can indicate approval or disapproval of the student's choice of major sequence. A place is provided on the form for parents to indicate a desire to confer with the guidance teacher, who is available during specified periods in the counseling office. For those unable to schedule appointments during the day, two counselors are available for conferences on two evenings each week.

--Reported by Jefferson High School

PARENT ELECTIVE PROGRAM NIGHT

Parents of B8, A8, and B9 pupils are invited to attend an evening meeting, during which the school's elective program is described by the counseling staff. Lists of electives which have previously been made available to pupils are distributed to parents. To help clarify elective choices, slides depicting the various elective classes are shown. This program enables parents to help their youngsters make more appropriate choices of subjects.

--Reported by Mark Twain Junior High School

GRADE-LEVEL PARENT MEETINGS

To interest parents in the school's program, grade-level meetings are held in the evening once each year. Letters to parents are sent home with pupils, and replies on tear-off forms are requested. Contents of the various grade meetings include:

B7 Parents: The nature of the junior high school program is emphasized. New problems facing girls and boys of this age are discussed. Subject sequences are explained, and co-curricular programs are described.

B8 and A9 Parents: New graduation requirements and the implications for elective choices are emphasized. Parents are urged to discuss vocational goals with their children.

A9 Parents: High school orientation and a choice of a high school course of study are the main points of discussion.

--Reported by Maclay and Burroughs Junior High Schools

GROUP GUIDANCE THROUGH HOMEROOMS

During a series of lengthened homeroom periods, each grade counselor meets with the pupils in the grade to which he is assigned for preparation of programs. The following activities occur:

- **A list of required subjects and a written list of electives are distributed to each pupil**
- **Teachers who teach electives describe requirements, purposes, and contents of the particular courses**
- **Time is allowed for questions and answers**

To assure that the program is more meaningful to pupils, visual displays depicting the electives help to supplement the oral presentation.

--Reported by Muir Junior High School

IDENTIFYING AND MOTIVATING ACADEMICALLY TALENTED STUDENTS

This program begins with identification of the potential college student during the elementary school years. Teacher judgments and achievement and ability test scores are the basis for selections. Contributing elementary schools provide the junior high school with lists of the potential college students, who are then placed in classes on the basis of test scores. These potential college students are challenged to achieve their maximum learning potential through provision of an enriched curriculum. The pupils are counseled in the eighth grade by the senior high school counselor regarding their occupational objectives. The relationship of high school major sequences to college courses and occupational goals and the importance of 9th-grade algebra and a foreign language are emphasized.

The junior high school forwards the list of potential college students in the A9 to the senior high school. Here, the pupils are grouped in academically enriched classes. They also receive special counseling regarding:

- Selection of the college best suited to their abilities
- Encouragement to maintain their grade-point averages
- Techniques of how to study
- Steps required to apply for a college scholarship

In the 12th grade, the students are encouraged to apply at three to six colleges or universities for entrance and scholarship aid. Local college admissions counselors and college representatives interview the college scholarship aid candidates, who present their transcripts of records, College Entrance Board scores, and Parent Confidential Statements to the College Scholarship Service. (In the case of Negro students, College Entrance Board or National Merit Board scores are presented to the National Scholarship Fund and Service for Negro Students.) In addition to applying to the college for scholarship aid, certain of these students apply to local clubs and organizations for such assistance.

--Reported by Jordan and Jefferson High Schools

CAREER GUIDANCE THROUGH MAJOR SEQUENCE GROUPING

Career guidance is provided in this program to students in the basic major sequence groups: academic, business education, industrial arts, and homemaking. During a series of lengthened homeroom periods, students attend assembly programs by sequence groups. The other students in regular homerooms participate in group guidance sessions conducted by homeroom teachers using lesson plans prepared by the grade counselors. The auditorium programs include panel discussions by persons who are qualified to supply career information to each major sequence group. Homeroom sessions include discussion of study habits, proper dress and grooming, and acceptable behavior standards.

--Reported by Jordan and Jefferson High Schools

A STUDENT-OPERATED VOCATIONAL GUIDANCE PROGRAM

As its major school service project, the Key Club presents a series of career guidance meetings before and after school which any interested student may attend. Publicity for each program is released through the school paper, local newspaper, and school bulletin. A guest speaker from industry or business is invited to speak at each session. Each speaker reviews such points as entry jobs, training required, pay schedules, and promotional opportunities. A question and answer period is always provided.

--Reported by Fremont High School

COOPERATION OF "GRADE REGISTRARS" WITH GRADE COUNSELORS

"Grade Registrars" assigned to the Attendance Office make daily telephone calls to absent pupils in the grades to which they are assigned. The purpose of this procedure is to maintain daily contact with absentees and to share pertinent information received with grade counselors.

--Reported by Madison Junior High School

SPECIAL SCHOLARSHIP AID FOR NEGRO STUDENTS

The National Scholarship Service and Fund for Negro Students (NSSFNS) provide counseling and financial aid to Negro students who are accepted for entrance to and who qualify for scholarship aid at a college or university. The Fund will provide a maximum of $400 per year to each successful candidate. The colleges and universities include this amount with their own scholarship grants.

To be considered for NSSFNS aid and services, a student must submit with his application (1) a transcript of record and (2) his score from the National Merit Scholarship Qualifying Test (NMSQT), or the Preliminary Scholastic Aptitude Test (PSAT), or the College Entrance Examination Board (CEEB). With the application, the student also lists those schools or universities to which he has applied for entrance and scholarship aid. If the student's score on one of the tests mentioned above and his grades indicate that he could succeed scholastically at the college level, NSSFNS then offers its services, which include notification to the schools to which the student has applied that the Fund will provide additional funds up to $400 per year.

An important point to remember in using the services of NSSFNS is that the student should apply for assistance while in the 11th grade. This enables the NSSFNS staff to study the student's potential ability and to offer him suggestions as to the availability of scholarship aid at those schools to which he would most likely be accepted for entrance and financial assistance.

As part of the Mid-City Scholarship Program, counselors suggest to 11th- and 12th-grade Negro students with college potential that they apply to NSSFNS for counseling services and scholarship aid.

--Reported by Mid-City Principals' Association

GRADE GUIDANCE DAYS

Prior to the preparation of new programs, grade counselors meet in the auditorium during a regular class period with pupils in their respective grades. Counselors explain choices of electives and answer pertinent questions asked by pupils.

--Reported by Virgil Junior High School

PARENT-STUDENT-COUNSELOR CONFERENCES

The parents of any student who has three or more academic failures in the B10 semester are invited by a letter sent through the U. S. mail to participate in a conference with the counselor and the student. Its purpose is to assist the parent and the student in devising ways by which the student can improve his scholastic achievement. Methods by which the parent can provide effective help to the student are also suggested by the counselor.

--Reported by Jordan High School

REMEDIAL CLASSES

In a school in which there are a few non-achievers, an ungraded English section and an ungraded mathematics section are established. Pupils who are two or more years retarded or who are recommended by their teachers are assigned for enrollment. They remain in the classes until their work is commensurate with grade-level standards.

--Reported by Pasteur Junior High School

VISIT TO LOS ANGELES TRADE TECHNICAL COLLEGE

To stimulate the interest of 60 non-achieving pupils, the school arranged a field trip to Los Angeles Trade Technical College. Pupils then reported on the visit, indicating that they were convinced of the importance of schooling beyond the high school level.

--Reported by Wright Junior High School

MOTIVATING A9'S TO CONTINUE THEIR EDUCATION

By presentation of some senior high school programs to the A9's, interest is stimulated in continuing their education. Performances by R. O. T. C. Drill Teams, gym teams, and musical groups and talks by high school coaches are all programs which have motivating value.

--Reported by Stevenson Junior High School

AN UNGRADED HOMEROOM FOR PUPILS WITH SPECIAL PROBLEMS

Counselors, registrars, and vice-principals compile a list of boys and girls having special problems in the classroom, on the grounds, or in attendance. These pupils are placed in an ungraded homeroom supervised by a specially selected homeroom teacher. When the teacher believes that a pupil has demonstrated improvement, a conference is held with the vice-principal to determine his fitness to return to his regular homeroom.

--Reported by Mark Twain Junior High School

HOMEROOM ADJUSTMENT TEACHERS

In addition to regular homerooms, grade-level homeroom adjustment rooms are established. Pupils who are having academic or behavioral problems are assigned to them by the counselor and vice-principal. The special counseling conducted by the homeroom adjustment teacher is designed to help the pupil return to the regular program. Pupils remain in the special homeroom until reports from their teacher indicate that they have achieved sufficient progress.

--Reported by Griffith Junior High School

SPECIAL HOMEROOM ORGANIZATION

To provide leadership opportunities for pupils of all ability levels, a special homeroom organizational pattern was established. Seven service committees have a leading role in this program. Any pupil is eligible to apply for membership. Selections are made by pupils and teachers on the basis of specific qualifications. Members of the committees meet daily as homeroom groups, and membership is continuous during the pupil's enrollment at the school. Great loyalties are developed to the group and to the particular phase of school service assigned each committee. Pupils who do not meet membership qualifications are divided into horizontal-type homerooms. Thus, less able pupils are also able to participate and develop qualities of leadership within a homeroom setting.

--Reported by Virgil Junior High School

ENCOURAGING A9'S TO STAY IN SCHOOL

Former students were invited to return to an A9 class meeting. They stressed the importance of remaining in school and provided information about vocational opportunities.

--Reported by Belvedere Junior High School

AN APPROACH TO KEEPING POTENTIAL DROPOUTS IN SCHOOL

Early identification of potential dropouts is accomplished by counselors and teachers through review of test data, school marks, and pupil behavior. When a potential dropout is discovered, his name is submitted to one of the vice-principals. In seeking a solution to the problem, the vice-principals take the following steps:

- Conferences with the student
- Conferences with the parent and the student
- Home visits by the Child Welfare and Attendance Supervisor
- Continuous individual counseling by grade counselor
- Job training experiences (non-pay, 4-4 plan), in which local businessmen provide the training opportunities

--Reported by Lincoln High School

RESTRICTED ACTIVITY HOMEROOMS

Pupils who do not meet certain standards as evidenced by their report card marks are placed in a non-participating homeroom. They are supervised by grade counselors who are afforded additional opportunities to assist these non-achieving pupils. Pupils return to regular homerooms upon meeting previously established standards.

--Reported by Maclay Junior High School

LESSONS DEALING WITH MORAL AND SPIRITUAL VALUES

The guidance staff assumes the responsibility for appropriate lessons dealing with moral and spiritual values. The lessons, which are provided to homeroom teachers in advance, concern such topics as "What Is School Spirit?", "Respect for the Flag," and "Safety and Courtesy." When a topic is to be discussed, the head counselor presents a keynote statement on the public-address system. Pupils are encouraged to submit topics for the lessons.

--Reported by Revere Junior High School

DISCUSSION OUTLINES FOR HOMEROOM USE

To foster an effective homeroom program, lesson plans covering many subject areas were developed by grade counselors. Good grooming, personality development, and interpersonal relations are sample subjects. Homeroom teachers are urged to use pertinent lessons and to adapt them to the particular homeroom.

--Reported by Griffith Junior High School

TEACHING OF VALUES DURING THE HOMEROOM PERIOD

A group of teachers, recognizing the need for help in planning a continuing homeroom program, developed lessons in a study workshop that could be used effectively by the faculty.

--Reported by Fulton Junior High School

SPECIAL HOMEROOM FOR NON-ACHIEVING A9'S

To help A9's who are having difficulty in meeting graduation requirements, a special A9 homeroom is established under the direction of the A9 grade counselor. He devotes as much time as possible to the personal problems of each A9 pupil.

--Reported by Mark Twain Junior High School

SOME STANDARD PRACTICES FOR ADULT SCHOOLS

- Enrollment at any time during the semester
- Testing for subject area credit
- Six-, ten-, and twenty-week courses for partial graduation credit
- Individual and group counseling and testing
- Graduation credit through evaluation of paid work experiences of student after the age of 19
- Referrals for specialized vocational and aptitude testing
- Provision of a "second chance" for school dropouts
- Part and full-time programs, both day and evening
- Maintenance of cumulative records for all matriculating students
- Acceptance of any student, regardless of previous record

SELECTED EXAMPLES OF PROMISING PRACTICES

ENCOURAGING STUDENTS TO REMAIN IN SCHOOL

Certain procedures are used at Los Angeles Adult School to encourage students to remain in school. Progress reports are submitted by teachers during the fifth, tenth, and fifteenth weeks of the semester. These reports provide information for a systematic review of progress and for periodic counseling interviews. Students who appear to be potential dropouts are encouraged to discuss plans with the counselor. Any student who is qualified to return to regular day school is strongly urged to do so.

--Reported by Los Angeles Adult School

AN APPROACH TO THE DROPOUT PROBLEM

Problems of transiency are minimized by placing students in classes immediately upon enrollment, by requesting transcripts from schools previously attended without delay to ascertain credit standings, and by maintaining complete and accurate records for each student. Adults with prolonged absences are encouraged to resume classroom studies.

--Reported by Jefferson Adult School

ACCEPTING RESPONSIBILITY FOR DROPOUTS

Various techniques are used to encourage citizens new to the community to participate in the adult school program. Close cooperation with Washington High School and Washington Continuation School is maintaned in the placement of youth who are returning from detention camps. Each summer, letters are sent to students enrolled during the previous semester to encourage them to return to school in the fall. Individual counseling is available for potential dropouts, for students new to the community, and for their parents. Program adjustments are designed to meet individual needs. In some instances, day-school students are permitted to supplement their regular work by attending adult-school classes in order to be graduated with their day-school classes. Counselors and office personnel attempt to identify special problems at the time of enrollment, and teachers are encouraged to make referrals to the counseling staff as the semester progresses.

--Reported by Washington Adult School and
other adult schools

USE OF READING AND SUBJECT AREA EXAMINATIONS

Adequacy of communication skills is determined before programming by a brief interview with the student and the administration of an informal reading test. Test results are used for placement purposes. Students are encouraged to take additional grade-level and subject-area tests whenever desirable during the school year. If the student shows mastery of a subject, appropriate semester credits are granted.

--Reported by Manual Arts Adult School and all other adult schools

VOCATIONAL TRAINING ADVISORY COMMITTEES

Vocational Training Advisory Committees, comprised of representatives from industrial corporations, labor organizations, the Department of Employment, and the school system, are formed by the adult school. Each committee meets periodically to discuss the vocational training needs of the community and the school's program to meet these needs. Vocational Training Advisory Committees help the school to locate employment for qualified students.

--Reported by Banning and Fremont Adult Schools

COOPERATION WITH THE DEPARTMENT OF EMPLOYMENT

The adult school actively participates with the local office of the State Department of Employment in group testing, counseling, and job placement. Additional use is made of the services and personnel of the State Department of Employment for Career Night programs, press releases, and vocational information.

--Reported by Westchester Adult School

USE OF COMMUNITY AGENCIES

A concentrated effort is made to identify students with physical, mental, and emotional problems and to assist them by proper referrals to professional agencies. Referral resources and procedures are outlined in the Counselors' Handbook (Los Angeles City Schools publication).

--Reported by Jefferson Adult School

SPONSORING A CAREER NIGHT PROGRAM

To expand the job opportunities of the day and adult school students, the adult school sponsors a Career Night program. Presented in the auditorium, it includes discussions of current and future job opportunities by qualified speakers from the Department of Employment, the Civil Service Commission, the federal government, local colleges, and other local agencies.

--Reported by Fremont, Jefferson, and
Jordan Adult Schools

ACCEPTANCE OF STUDENTS UNDER 18 YEARS OF AGE

With the approval of the assistant superintendent in charge of adult schools, the Adult School Principals Association recommended in November, 1962, acceptance of students under 18 years of age, providing that the student applicants present the appropriate Pupil Accounting Form from the day school. This policy furthers the adult schools' aim to meet the needs of the total community.

--Reported by all adult schools

USE OF THE ADVISEMENT SERVICE

Students who seek immediate employment but who are handicapped by physical defects or by poor educational backgrounds are referred to the Advisement Service for specialized testing. From the results of vocational tests, job recommendations and selective referrals are made by the staff members of either the Advisement Service or the adult school.

--Reported by Fremont Adult School

COLLEGE AND ADULT SCHOOL COOPERATION TO AID DROPOUTS

In cooperation with junior colleges, the adult schools are offering a unique program to overcome the deficiencies of college dropouts. When a student leaves college during the semester, he may enroll immediately in an adult class in which he can earn comparable credit. If applicable, his attendance in college is credited toward his attendance at adult school.

--Reported by San Pedro, Banning, Gardena Adult
Schools, and other adult schools

INDIVIDUAL COUNSELING FOR RETURNING STUDENTS

At the time of re-enrollment, the returning student is encouraged to discuss his education problems with the counselor. Advantages of the adult school program, requirements for various major sequences, and selection of goals commensurate with abilities are discussed. The returning student's abilities are reviewed through analysis of test results, background investigation, and evaluation of work experience. Staff members of the Department of Employment also participate in the adult school program by supplying professional advice and by identifying problems of transiency.

--Reported by Banning Adult School

HOMOGENEOUS GROUPING IN ELEMENTARY SUBJECTS

Students are assigned when appropriate to elementary review classes which are established by grade levels. Previous achievement and quality of experience are used as criteria to determine placement. This homogeneous grouping provides a comfortable classroom atmosphere and a motivation to increase learning and enhances the school's holding power and the student's sense of accomplishment.

--Reported by Jefferson Adult School

SPONSORING A CLASS IN GUIDANCE

A new course in guidance is scheduled on Friday evenings and performs a three-fold function:

- **Provision of a 10-week testing program to identify general abilities, vocational aptitudes, and preferences**
- **Correlation of potential vocational skills with employment opportunities, which involves use of personal contacts and services of the Department of Employment**
- **Determination of educational needs and objectives and the selection of appropriate classes and sequences**

--Reported by Gardena Adult School

SOME STANDARD PRACTICES FOR COLLEGES

- **Emphasis on individual counseling by appointment**
- **Pre-registration of high school seniors after talks by college counselors to high school graduating classes**
- **Entrance examinations for the purpose of English-level placement**
- **Use of students' complete high school record, "cum" card, and entrance examination scores by counselors at time of individual conferences**
- **Two-year vocational courses and transfer courses to permit students to enter the upper division of a four-year college or university**
- **Compliance with state regulations concerning junior college attendance, such as enforcement of requirement of a "C" average during a three-semester period, or dismissal of student from the college**
- **Orientation courses at the freshman level, emphasizing student's own analysis of his skills, aptitudes, and interests with regard to choice of a career**
- **Dissemination of information from the counseling office concerning available scholarships, loans, and part-time employment for self-supporting students**
- **Yearly publication of a college catalog listing all standard four-semester courses, and requirements for transfer to major local colleges and universities**
- **Circulation of college catalogs to nearby high schools**
- **Availability of counselors for individual help, guidance, and aptitude testing throughout the school year**

SELECTED EXAMPLES OF PROMISING PRACTICES

PRE-COUNSELING OF HIGH SCHOOL GRADUATES

College counselors are assigned to the regular summer session staff to provide individual counseling for recent high school graduates who plan to enter college in the fall. The counselor reviews the student's transcript, entrance examination scores, and other pertinent records. He advises the student on career choices, course requirements, and needed remedial courses and pre-enrolls the prospective student.

This service is described by college counselors when they visit the high schools in the spring. In the fall, counselors are available for a two-week period before the start of the semester. Colleges also plan to offer this service during Christmas vacation to students who intend to enter collge in the spring semester. In September, 1962, 45 per cent of the new students at one college were processed in this manner.

--Reported by Los Angeles City and
East Los Angeles Colleges

FINANCIAL ASSISTANCE TO NEEDY STUDENTS

By maintaining contact with the community, college counselors and administrators obtain annual awards for high-ranking scholars from business and professional leaders. In addition, professional societies may offer a $100 prize to the highest-ranking architectural drafting student, and social service agencies may offer $50 prizes to outstanding students of social work. Both recipients and donors may be honored at an assembly or an awards banquet. This program helps to assure a continuing interest in the college by professional and community leaders and agencies, provides appropriate recognition to cooperating groups, and helps worthy students to pay their educational expenses. Other groups maintain loan funds for students in specific major fields. The Robert Hill Lane Award for elementary school teaching majors and scholarship grants from business and professional women's groups are examples of such assistance.

--Reported by Los Angeles Trade Technical, Los Angeles
Harbor, and East Los Angeles Colleges

EMPLOYMENT SERVICES FOR JUNIOR COLLEGE STUDENTS

An employment center is maintained in a central location on the college campus, where files of available jobs in the community and of students who are seeking part-time or full-time employment are maintained. Full-time secretarial help is provided at the center. Students who are seeking employment apply for an appointment, complete application forms, and confer with the staff.

The employment director serves as a member of advisory committees comprised of community leaders to be informed regarding job opportunities, course requirements, and progress of recent placements. He also maintains contact with prospective employers by letters and telephone calls. Any graduate of the college is eligible for referral or placement through the employment center. Often the director may suggest alternate jobs or more realistic career plans. A special effort is made to place minority-group students in all types of skilled and semiprofessional jobs.

--Reported by Los Angeles Trade Technical and
East Los Angeles Colleges

CAREER DAYS IN INDUSTRY AND BUSINESS

Through the cooperation of local firms and community agencies, college students enrolled in two-year terminal courses are permitted to spend a day in the industry or business of their choice. The students receive on-the-job training for several hours, tour the plant or office, and often meet with employers and employees at a luncheon.

If the visiting group is too large, representatives of industries and businesses present panel discussions at the college. Downtown business groups sometimes reserve hotel conference rooms and entertain students from both colleges and high schools who are interested in business careers. Notable examples are School Day at the Broadway Department Store, Kiwanis Career Day, and Career Commencement held annually at the Biltmore Hotel.

--Reported by Metropolitan College of Business and
Los Angeles City College

EXIT COUNSELING TO CURB DROPOUTS

Members of the counseling staff, personnel in the employment center, and the dean of student activities confer individually with each dropout as he completes withdrawal procedures. During these conferences, the student may be advised to drop only part of his classes, or to transfer some classes to the extended day session if he has daytime commitments. If the reasons for withdrawal are financial, he may be referred to the employment center. If funds are needed for the student to complete the semester, the dean of student activities may authorize a disbursement from the student loan fund. A special fund (The Armando Castro Memorial Fund) is used to aid students of Mexican descent. If they are seeking to withdraw for financial reasons, the dean of student activities is authorized to provide assistance through outright gifts of small sums of money.

--Reported by East Los Angeles College

SECTION III

IN-SERVICE TRAINING

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ELEMENTARY SCHOOLS 50

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ADULT SCHOOLS 57

COLLEGES 58

SOME STANDARD PRACTICES FOR ELEMENTARY SCHOOLS

- Special staff meetings for upgrading the instructional program
- Staff meetings for discussion of pupil backgrounds
- Grade-level meetings during which curricular needs of culturally deprived children are studied
- Encouragement of teachers to attend university classes in human relations
- General institutes
- Basic institutes
- Point classes
- Workshops and meetings conducted by professional organizations

SELECTED EXAMPLES OF PROMISING PRACTICES

AN IN-SERVICE GUIDANCE PROJECT FOR TEACHERS

An experimental project was used to enable teachers of primary grades to discuss classroom and pupil problems with a clinical psychologist from the Parent-Teacher School Guidance Center. He met with the teachers on six Fridays from 2 to 3 p.m. With no administrator present, they discussed freely their attitudes and feelings about certain children and problems and received assistance both from the psychologist and from the interaction of the group.

--Reported by Ascot Avenue Elementary School

DISCUSSION OF CULTURAL PATTERNS

Martin Ortiz, program consultant for the Council of Mexican-American Affairs, explained the cultural patterns of persons of Mexican-American descent at a faculty meeting. He discussed historical and sociological aspects of their culture and also made positive suggestions for working with this group of pupils. Copies of the presentation were distributed.

--Reported by Humphreys Avenue Elementary School

FIELD WORK FOR STUDENT TEACHERS

The principal of a school in which the pupil population is highly transient teaches a college course entitled "The Teacher and the School" for student teachers. They are also oriented to the local school through participation as associate members on faculty committees in such fields as health, safety, and guidance. Rather than accept committee assignments, some student teachers perform remedial work with small groups of pupils for one hour each day. A better understanding of the school, its pupils, and their problems is developed through such services.

--Reported by Grant Elementary School

SOME STANDARD PRACTICES FOR SECONDARY SCHOOLS

- Pre-school orientation of teachers new to the school
- Faculty conferences arranged on the basis of teachers' conference periods
- Faculty meetings
- Faculty workshops
- Faculty advisory groups
- Departmental meetings
- Meetings of counseling staff
- Conferences with supervisors and consultants
- Local institutes
- Administrative staff meetings
- Class visitations and teacher conferences conducted by members of the administrative staff and department chairmen

SELECTED EXAMPLES OF PROMISING PRACTICES

STARTING A SCHOOL-WIDE READING PROGRAM

Steps utilized in initiating a successful school-wide reading program were as follows:

1. Determining the need for the reading program
    a. California Achievement test administered to all pupils
    b. Recommendation received from teachers concerning pupils with reading problems
2. Selecting the method to be used; it must be:
    a. Easily performed by teachers
    b. Usable in a classroom situation
    c. Appealing to pupils
3. Implementing the program
    a. Material presented to the faculty in an institute by principal and counselors
    b. Three auditorium meetings held to explain purposes of program to pupils
    c. Instruction provided to teachers for five days during their conference periods
    d. Primary responsibility assigned to English teachers to instruct pupils in the method
    e. Letters sent home explaining the program to parents
    f. Reading taught as a routine by all other teachers
    g. Each pupil expected to read one hour each day

h. Each new pupil tested and oriented to the program by learning the method during his first five days in the school prior to reporting to his English class

4. Viewing the outcomes

a. Reading comprehension and vocabulary scores increased by use of the program

b. Better student attitude established toward the school

--Reported by Edison Junior High School

PROVIDING LEADERSHIP FOR AN ALL-SCHOOL READING PROGRAM

The chairman of the English Department was allotted one non-teaching period to provide leadership of and coordination for an all-school reading program. His responsibilities were to:

- Aid other department chairmen in formulating vocabulary lists pertinent to the subject matter of each department
- Work with the reading teachers in a continuous in-service training program to improve techniques for the teaching of reading
- Assist teachers of English, social studies, and science in identifying and helping students with reading difficulties
- Advise the administrator in charge of textbooks with regard to ordering reading materials and other instructional materials
- Formulate a testing program, with the assistance of the head counselor, to measure the progress of the pupils in the reading classes
- Assist reading teachers in making the most effective use of the instructional guides provided for the reading classes

--Reported by Jordan High School

A TRAINING PROGRAM FOR TEACHERS OF READING

Designed for senior high school teachers of reading, an in-service training program was conducted in three phases:

> Phase 1: A local workshop was held for all of the reading teachers in the school. Several teachers from other departments also attended. The workshop was conducted by a reading consultant from the Special Education Branch, Division of Educational Services. Techniques of teaching reading, use of available textbooks, lesson plans, and other devices were discussed.
>
> Phase 2: With the cooperation of the principal of a neighboring elementary school, senior high school reading teachers visited the school on three occasions to observe teachers instructing their classes in reading in grades one and two, three and four, and five and six. The plan operated as follows:
>
> > Prior to the observation, the principal of the elementary school described the techniques, goals, and reading materials being used to the visitors.
> >
> > The senior high school reading teachers covered each other's classes during their non-teaching periods to permit each teacher to observe during two consecutive periods.
>
> Phase 3: An entire faculty meeting was devoted to the program to help all teachers to gain some insight into the elementary school reading program, the techniques used, and its objectives. The meeting consisted of:
>
> - A discussion of the reading program by the elementary school principal
> - A panel discussion by three teachers who reported the observations and reactions of those who visited the elementary school
> - A question and answer period.

--Reported by Jordan High School

TRAINING COUNSELORS TO AID MINORITY YOUTH

A city-wide training program was instituted to help counselors gain insight into the employment problems which face minority-group youth. Special emphasis was placed on the attitudes, aspirations, and backgrounds of minority-group students. Training sessions were conducted by personnel directors, agency personnel, counselors, and youth advisers who have had experience in dealing with minority-group problems.

--Reported by Supervisors of Senior High School
Counseling and Guidance

TRAINING FOR TEACHERS OF MINORITY-GROUP STUDENTS

The principal provides continuous in-service training pertaining to the education of minority youth. By reviewing the literature and films, he helps the faculty by:

- Using faculty meetings to discuss cultural and ethnic backgrounds and community environment
- Suggesting books and pamphlets on the subject
- Showing films related to the subject, such as "The High Wall," "The American Girl," and "A Morning for Jimmy."

--Reported by Garden Gate High School

SOME STANDARD PRACTICES FOR ADULT SCHOOLS

- District-wide, pre-school institutes for entire staff
- Orientation institutes for new instructors
- Intra-school teacher visitations
- Professional library of materials pertaining to adult education

SOME STANDARD PRACTICES FOR COLLEGES

- **Talks at teachers' institutes by college faculty members to provide enrichment in subject fields at all levels**
- **Orientation institutes for new instructors**

SELECTED EXAMPLES OF PROMISING PRACTICES

JOINT INSTITUTES FOR TEACHERS

Teachers' institutes are held in a given subject field to improve articulation between secondary schools and junior colleges. Social science teachers meet to discuss materials required in American history and government so that college courses do not repeat content already taught in high school. Business teachers from both levels hold joint institutes to discuss career preparation and job opportunities for secretarial and bookkeeping students at both the high school and college level.

--Reported by Metropolitan College of Business and
East Los Angeles College

INSTITUTES OFFERED TO HIGH SCHOOL COUNSELORS

Institutes are presented to tenth-grade counselors from high schools in the areas served by the colleges in the Los Angeles Junior College District. At these meetings, college counselors explain course offerings, requirements, and educational opportunities and advantages offered by the colleges. Mimeographed bulletins explaining the necessary requirements in English, mathematics, business, and other subject areas for junior college entrance are distributed to high school counselors.

--Reported by East Los Angeles College, Los Angeles
City College, and other colleges

SECTION IV

CURRICULUM AND INSTRUCTION

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SOME STANDARD PRACTICES FOR ELEMENTARY SCHOOLS

- Homework programs
- Emphasis on teaching of oral English
- Increased use of school libraries with provisions for books to be borrowed for home reading
- Information about trades and professions highlighted in the social studies program
- Sufficient time provided to develop reading readiness at the primary level
- Re-teaching of basic concepts as children progress through the grades
- Teaching American ideals through assembly programs, songs, and poems
- Understanding and appreciation of the cultural backgrounds of pupils
- Specialized assistance to foreign-speaking children
- High priority for teaching of reading in the curriculum
- Reading improvement programs
- Spanish teaching programs
- Music festivals with pupils of neighboring schools
- School journeys
- Attendance at opera
- Philharmonic Orchestra programs
- Reading programs which emphasize a linguistic approach
- Audio-visual materials

SELECTED EXAMPLES OF PROMISING PRACTICES

THE LANGUAGE APPROACH TO THE TEACHING OF READING

Teaching of oral and written English is integrated in the first two grades. Using materials based on their own everyday experiences, the pupils prepare their own stories. These are then dictated to the teacher and placed in individual and class reading booklets. The instruction is supplemented by the use of commercially printed books.

--Reported by Alta Loma Elementary School

AN INDIVIDUALIZED READING PROGRAM

An individualized reading program is conducted in the pupil's own room and is directed by his regular teacher. Instead of using a limited number of reading texts, each child has an opportunity to select various books at his own interest and achievement level. Emphasis is placed on the selection of acceptable poems, stories, and other literature. Flexible grouping is employed to teach the skills needed by groups of children at any given point. The teacher also holds individual conferences with the children to measure and record progress and to help resolve individual problems. The language approach to the teaching of reading is employed in conjunction with the individualized reading program. Although the two approaches may be considered different, they complement each other in a very effective way.

--Reported by Brockton Avenue Elementary School

SPECIAL PROGRAM FOR FOREIGN-SPEAKING PUPILS

The remedial reading teacher assigned to the school works with foreign-speaking children for one hour on two days each week. The children are selected by the teachers for this instruction on the basis of need and recency of in-migration. The instruction emphasizes the speaking of English and the building of an oral vocabulary. The children, some of whom are superior pupils, remain in the special program until language deficiencies are overcome.

--Reported by Malabar Street Elementary School

ASSISTANCE TO NON-ENGLISH SPEAKING CHILDREN

As time permits, teachers work individually with non-English speaking children throughout the day. In addition, special "helper friends" are assigned to new enrollees to provide a more smooth orientation to class work. These children, who work individually with the foreign-speaking pupils, help them to learn English words by holding up or pointing to an object and naming it in English. The helpers, who alternate with other pupils periodically, also assist with instruction in other subject areas.

--Reported by Glassell Park Elementary School

SPECIAL HELP FOR FOREIGN-SPEAKING CHILDREN

The school enrolls an increasingly large group of children each year who do not know a word of English. These pupils, who are in grades three through six, report to first- and second-grade classes for reading instruction. Stress is placed on building of a basic vocabulary. One of the first-grade teachers who is available at 2 p.m. assists a group of these children each day in developing an oral vocabulary.

--Reported by Griffin Avenue Elementary School

BEFORE-SCHOOL LANGUAGE ARTS CLASSES

A language arts class is held before the daily schedule begins for pupils between the ages of 8 and 12 who have problems in written and oral English, spelling, and handwriting. Although the pupils are recommended for this instruction by their teachers, requests for attendance from the children themselves or from their parents receive priority. Foreign-speaking children are also enrolled. The class is held once a week for 45 minutes before school at the University of Southern California, which is within walking distance of the school. The children are taught individually by college students from the School of Education who are learning methods of teaching the language arts in the elementary school.

--Reported by Thirty-Second Street Elementary School

SPECIAL READING PROGRAM

As the result of a special program conducted by the remedial reading teacher, the class load in 15 classrooms was reduced to approximately 24 pupils during the reading hour. The school day was divided into five one-hour periods. The reading teacher received in the library each hour a group from each of three rooms at the same grade level. Pupils were assigned to each group on the basis of reading ability and reported to the library on a designated day each week.

The remedial reading teacher stressed individualized reading, vocabulary building, and development of library skills and techniques, while teachers in the regular classrooms emphasized basic reading skills. According to test data, the pupils who participated in the program showed remarkable gains in both vocabulary and comprehension scores.

--Reported by Fifty-Second Street Elementary School

SOME STANDARD PRACTICES FOR SECONDARY SCHOOLS

- **Core classes in B7 social studies and English**
- **Electives in many subject areas to meet individual needs**
- **Academically enriched classes for able pupils**
- **Remedial programs in reading, mathematics, English, and social studies**
- **Audio-visual teaching materials**
- **Enrichment through trips related to curriculum experiences**
- **A school credit work-experience program which provides for four hours in classes and four hours on the job**
- **Junior high school programs in general academic courses and special education, with emphasis upon exploratory experiences**
- **Comprehensive senior high school programs in general academic subjects and special education through offering of many courses and major sequences**
- **Adjustment rooms for pupils with behavior problems**

SELECTED EXAMPLES OF PROMISING PRACTICES

SPLIT-WEEK AND SPLIT-SEMESTER CLASSES

Utilizing the various talents of the faculty, experimental programs are instituted to enrich the curriculum by offering split-week and split-semester classes and by using team teaching methods. Split-week and split-semester courses are offered in many course combinations, such as in Senior English and Business Practices and in Current American Literature and Reading Improvement. Team teaching programs in academic subjects are conducted by two teachers who plan and conduct their classes as a unit part of the time and as separate classes at other times. When the two classes are joined, the teacher handles the management details of the two classes. It is advisable that teachers assigned to such a program have the same non-teaching periods to facilitate planning and coordination.

--Reported by Verdugo Hills High School

FLEXIBLE SCHEDULING IN FUNDAMENTAL SKILLS PROGRAM

Instruction is provided in two fields within a given period through flexible scheduling; the split-week or the block 10-week unit approach is used. Development of reading skills is combined with teaching of fundamental knowledge in English, arithmetic, or social studies. Two examples may be helpful:

> Split-Week: Students in reading improvement classes take English four days a week and reading instruction on the fifth day.
>
> Ten-week block: A team teaching approach is used, in which a reading teacher cooperates with an English teacher. Two classes are involved. One has the first 10 weeks with the English teacher, while the second receives instruction from the reading teacher. At the end of the 10-week period, the two classes exchange teachers.

Several other split-week combinations are planned to combine the teaching of remedial reading with that of other subject fields.

--Reported by Aggeler High School

IMPROVEMENT CLASSES FOR UNDERACHIEVERS

Remedial classes are offered to underachievers to prevent potential behavior problems and to raise their achievement to expectancy levels. Offerings include English, social studies, mathematics, and science. One remedial class, with an enrollment of 10 to 15 students, is scheduled in each subject field. The instruction is geared to students of average ability, who are assigned to one or more of these classes on the basis of need. Students are referred to this program for one semester by the vice-principal and the counselor after the students' records have been studied to determine ability level and the probability of success. Never used for disciplinary purposes, this is an opportunity program in which students voluntarily seek help and academic improvement

--Reported by Taft High School

PLACING STUDENTS IN UNGRADED CLASSES

Students are tested and screened to determine their achievement levels in reading and mathematics. They are then assigned to English, social studies, and mathematics classes on the basis of a six-level plan. The levels are:

Level	Reading Grade Placement Scores
1 (non-readers)	1.0 to 2.5
2	2.6 to 3.5
3	3.6 to 5.0
4	5.1 to 6.5
5	6.6 to 8.0
6	8.0

Students are tested at least once a year. On the basis of test results and teacher judgments, they are moved to other classes as appropriate within the achievement level structure. According to the administrator of this plan, students accept placement in the groups without opposition. The program tends to reduce failures because the students achieve success in competition with others of their own achievement level.

--Reported by Jackson High School

STIMULATING INTEREST IN ENGLISH

The Stanley Foote Oratorical Contest stresses the importance of ideals expressed in the school motto: "All races, All creeds - All Americans." Pupils compose their own speeches in English classes. Each homeroom then nominates its representative to participate in an elimination contest. Retired Belvedere Junior High School teachers are invited to serve as judges. Three finalists in the upper division and three finalists in the lower division are selected. Medals donated by the student body are presented to the winners.

--Reported by Belvedere Junior High School

A SUMMER READING PROGRAM

To encourage reading during vacation periods, a summer reading committee consisting of the school librarian and the librarians of the neighboring city and county community libraries was established. The librarians were invited to a luncheon at the school to meet the Student Council and counselors and to formulate the program. In addition, pupils were notified that the librarians would be available at school to pre-register those who did not have library cards. English teachers explained the purpose and procedures of the program and encouraged pupils to:

- Visit the library nearest to their homes
- Identify themselves as Edison Junior High pupils to the librarians and receive any help they need
- Prepare an oral report to the librarian, who then reports progress to the school at the end of the summer
- Strive for merits which the school confers upon participating pupils

--Reported by Edison Junior High School

USE OF THE LIBRARY IN A READING PROGRAM

A program designed to provide a concentrated variety of instruction for students who are deficient in reading skills is instituted. The plan provides for grouping the students who have severe reading problems in a combined English-reading class, which meets four days a week. The fifth day is devoted to a supervised reading session in the library, where the students browse, learn how to use its facilities, and engage in reading of their choice.

--Reported by Aggeler High School

USING THE READING GRADE PLACEMENT SCORE

Pupils are assigned to "R" classes in English and social studies on the basis of their reading grade placements. These classifications are utilized in the plan:

R1 - 1st-grade ability
R2 - 2nd-grade ability
R3 - 3rd-grade ability
R4 - 4th-grade ability
R5 - 5th-grade ability

Pupils who have reading scores below 5.9 are assigned to the corresponding "R" class, regardless of their regular grade levels. They are then transferred to the next higher "R" group as their reading ability improves. Special instructional materials are used, and high motivation exists in all classes. Pupils attend regular classes in fine arts, practical arts, and physical education.

--Reported by Irving Junior High School

SPECIAL READING PROGRAM FOR B7's

A concentrated, six-week reading program is designed to upgrade reading skills of all B7's. The B7 English classes are assigned in rotation to a specially trained reading teacher for a six-week period. The regular teacher remains in the classroom and assists the reading teacher.

--Reported by Gompers Junior High School

USE OF LIBRARY BOOKS IN A READING PROGRAM

Library books are distributed to classrooms by subject field. For example, science books are placed in science rooms and art books are assigned to art classes. This procedure permits easy reference to the books during class time and also provides added motivation to read.

--Reported by Metropolitan High School

STRENGTHENING THE MATHEMATICS PROGRAM

After-school remedial classes in mathematics are held regularly on two afternoons a week for those pupils who need additional help. The program is teacher-sponsored and supervised, and pupils enroll in the classes voluntarily.

--Reported by Madison Junior High School

AN ENRICHED MATHEMATICS PROGRAM

Special emphasis on mathematics is achieved by placing pupils in homogeneous groups based on reading achievement and ability test scores. At the beginning of the A7 semester, pupils in all mathematics classes are tested. Able pupils are placed in enrichment classes.

--Reported by Adams Junior High School

MATHEMATICS ENRICHMENT DURING LUNCH PERIOD

Pupils who desire extra help in mathematics may obtain it during the noon period by making arrangements with their mathematics teacher, who rotate in providing the tutorial services.

--Reported by Reed Junior High School

UNGRADED CLASSES IN MATHEMATICS

Pupils who are underachievers in mathematics are placed in ungraded remedial classes. Four levels of mathematics are offered, with "R1" representing the least advanced group. By the time that a pupil progresses to the R4 remedial group, he will be able to perform class work at the A8 level.

--Reported by Irving Junior High School

A SCHOOL-CREDIT, NON-PAY EMPLOYMENT PROGRAM

A unique employment program provides work-experience credit courses for students in business education and in elementary and secondary education. They are placed on the basis of a 4-4 plan. The students take four classes to meet graduation requirements and engage in four hours of work to obtain work-experience credit. The business education students are assigned as clerk-typists at nearby elementary schools and in their own high school. Students who plan to become teachers are placed as teaching aides with elementary and secondary school teachers.

--Reported by Verdugo Hills and Jordan High Schools

AN EXPLORATORY LANGUAGE PROGRAM

An A8 general language course provides an opportunity for outstanding pupils to explore Spanish, German, French, and Latin. Vocabulary and basic grammar are stressed in each of the languages for a five-week period each.

--Reported by Airport Junior High School

SOME STANDARD PRACTICES FOR ADULT SCHOOLS

- Curriculum geared to educational needs of the community that the adult school serves
- Standardized course outlines
- Short unit review courses
- Specialized classes in accordance with provisions of Manpower Training and Development Act, California Senate Bill 20, California State Department of Employment
- Preparation and distribution of specialized instructional materials for classes in elementary subjects, English for Foreign Speaking, and Citizenship
- Provision of classes on an experimental basis
- Selection of successful instructors from day-school staffs
- Employment of teachers from industries and the professions for specialized areas of instruction
- Certificate programs in specialized areas
- Programs offered both days and evenings

SELECTED EXAMPLES OF PROMISING PRACTICES

EXPANSION OF REMEDIAL AND POWER READING CLASSES

A new emphasis on educating the illiterate adult is achieved by scheduling a class in remedial reading in addition to power reading. The backgrounds of the students enrolling in remedial reading indicate that they are early dropouts from high school, are unable to maintain continous employment, and are the most sensitive and easily discouraged in school. These students attend an English for the Foreign Speaking class on four evenings per week to attain competency in English and an understanding of the mores of American life.

--Reported by Gardena Adult School

SOME STANDARD PRACTICES FOR COLLEGES

- **Remedial courses in English, spelling, and grammar for students who do not demonstrate eleventh-grade high school ability on English entrance examination**

- **Review courses for students who show need for twelfth-grade English before entering standard college freshman English**

- **Courses in speed reading and reading comprehension needed by the slow reader before entering regular college work**

- **Offerings in high school algebra and geometry taught on the college level during a single semester**

- **Comprehension courses in "Mathematics for College Students," enabling liberal arts students to develop a greater understanding of modern mathematics**

- **Speech clinic provided for students referred by counselors**

- **Opportunities for "late bloomers" to qualify as regular college transfer students**

SELECTED EXAMPLES OF PROMISING PRACTICES

WORK EXPERIENCE WITH TEEN-AGERS IN DEPRESSED AREAS

A special sociology class for credit at the sophomore level was organized to provide social work majors in the junior college with an opportunity to obtain field-work experience. The students are placed in social agencies to work with groups of teen-agers and elementary school children as recreation and group leaders. The groups consist of 10 to 20 children. Assignments have generally been in culturally depressed areas. The students attend class twice a week and perform group work for four hours a week. They may continue their work during the second semester if the social work agency requests their services. Here are two examples:

- Placement of two to five students a year as club leaders at the All Nations Boys' Club on E. Sixth Street
- Placement of students as club leaders for Woodcraft Ranger groups at local elementary school playgrounds

Students who obtain this field-work experience are well qualified when they transfer as juniors to the state college or university program in social work.

--Reported by East Los Angeles College

A COURSE IN "BASIC EMPLOYMENT INFORMATION"

A unit entitled "Basic Employment Information" is taught to students engaged in each training program in the two-year terminal curricula. Citizenship, human relations, acceptable job practices, and job opportunities are emphasized. Teachers encourage vocational students to undertake increasingly difficult assignments in the job skill until the teacher is satisfied that the student can hold the job. He is also encouraged to make comparisons between such individual assignments and actual jobs in the field to judge the extent of his own skill.

--Reported by Los Angeles Trade Technical College

INTER-COLLEGE WORLD AFFAIRS DAY PROGRAM

A Southern California World Affairs Day for College Students has been held annually for several years at the college. A theme is chosen in the fall, help and advice are obtained from a social science teacher in each of the colleges in the Los Angeles Junior College District, and an inter-college working committee of teachers and students is organized. Eighteen or 20 different speakers from local consulates and from departments of history, foreign language, and political science of local universities are invited to present addresses. A keynote speaker is obtained from the State Department, the Peace Corps, or some other appropriate agency. Two and three busloads of students attend the World Affairs Day Program from each of many of the colleges. In addition to listening to the keynote speaker, students have an opportunity to attend two discussion groups on world affairs. This annual program has enabled as many as a thousand students from one section of the city to meet and exchange ideas with students from other areas.

--Reported by Los Angeles Pierce College

GROUP DISCUSSIONS IN PROFESSORS' HOMES

A sociology teacher, a history teacher, and a political science teacher meet with students in their own homes as a regular part of each semester's course work. In sociology, discussion groups convene regularly at the professor's home. In political science, panel discussions are held on two Sunday nights during the semester. In history classes, a discussion group on collateral reading is held on two Sunday evenings during the term. Students are required either to attend these meetings or to perform additional collateral reading. Most of the events include informal, light suppers served by the families of the teachers. At this particular college, four ethnic groups are represented in comparatively equal numbers. Every effort is made to encourage members of all ethnic groups to attend.

--Reported by East Los Angeles College

REQUIRING "PERSONAL GROOMING" OF SECRETARIAL STUDENTS

In the occupational curriculum for secretarial and clerical students, a course entitled "Personal Grooming" (Home Economics 45) is required in the second year. It comprises "individual analysis and training for self-improvement and personal development as expressed in fashion and figure fundamentals, including diet, modeling, beauty care, social conduct, etiquette, and wardrobe planning." This course helps applicants for secretarial and clerical positions to become more conscious of the importance of neat appearance and good grooming in the business world.

--Reported by East Los Angeles College

SECTION V

CO-CURRICULAR PROGRAMS

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SOME STANDARD PRACTICES FOR ELEMENTARY SCHOOLS

- **Enrichment trips**
- **Student government**
- **Camping programs**
- **After-school playgrounds**
- **Summer playground programs**
- **Extended use of school libraries**
- **School newspapers**

SELECTED EXAMPLES OF PROMISING PRACTICES

SUMMER LIBRARY CLASSES

The school library offered a special opportunity during the summer for pupils to develop reading interests and literary tastes. Appreciation, understanding, and critical evaluation of literature were cultivated and encouraged by methods similar to those used in the field of music. It was assumed that children need guidance and supervision to develop literary tastes. Pupils were grouped by age in carefully supervised library classes which were relatively free from the pressures that usually develop in regular classrooms. Attendance was mandatory for one hour each day, and the understanding and cooperation of the parents of the pupils involved were solicited and obtained.

--Reported by Fifty-Second Street Elementary School

INTEREST CLUBS

An interest club, open to fifth- and sixth-grade pupils, meets for one hour each week under teacher supervision. Pupils participate in such activities as reading and arithmetic improvement, folk dancing, enriched Spanish instruction, drama, and music. Primary teachers also assist by providing remedial instruction to small groups.

--Reported by Telfair Avenue Elementary School

AFTER-SCHOOL CLUBS FOR CHILDREN WITH PROBLEMS

Although the school has an extensive after-school club program, there are a number of children--generally those underachieving--who do not attend. A special group of clubs has been organized for these pupils. Teachers work with them in small groups after school on two days each week. The clubs offer activities in art, flutophone, crafts, science, reading, and knitting. This program enables children with problems to work with an adult in a small group, to have an opportunity to achieve success, and to improve their self-image.

--Reported by Marianna Avenue Elementary School

AFTER-SCHOOL CLUBS

An extensive club program has been successful in raising social standards throughout the school. Four clubs have been organized by age level, one each for middle-grade girls, middle-grade boys, upper-grade girls, and upper-grade boys. These clubs meet once a week either after school or in the evenings. In addition, athletic leagues and physical fitness activities are provided for boys.

--Reported by Marianna Avenue Elementary School

JUNIOR AMERICAN PROGRAM

The Junior American Program provides broadening cultural experiences for upper-grade pupils who are performing superior work in school. It is jointly sponsored by the Urban League, the Links, a volunteer community group, and the Avalon Community Center. The Links arrange field trips, usually on Saturday mornings, to art museums, college and university campuses, children's theaters, industrial plants, and other places of interest. In addition, prominent members of the Negro community discuss educational and vocational opportunities with the pupils. Teachers and students from the University of Southern California assist in the areas of drama and speech improvement.

Recently, the program was expanded to include awards presentations for pupils who developed individual projects in science, music, and creative writings. Experts in each field judged the projects, and certificates were awarded to pupils whose work was outstanding.

Those who participate in the Junior American Program meet as a club with a teacher-sponsor on alternate Friday afternoons during the time when other upper-grade pupils are engaged in normal club activities. Both creative endeavors and organizational activities are stressed. When the pupils enter junior high school, they form a new group at the Avalon Center and continue with similar activities.

--Reported by Ascot Avenue Elementary School

TRIPS ON SATURDAYS AND HOLIDAYS

Individual teachers arrange trips for pupils to parks, playgrounds, beaches, teachers' homes, and other interesting places on Saturdays and holidays. The teacher assumes the responsibility to increase opportunities for pupils who have limited home and cultural environments.

--Reported by City Terrace Elementary School

HOLIDAY TRIPS

During a semester in which the school had a large number of able pupils, a group of children and their parents spent Lincoln's Birthday at the University of Southern California. They visited the library, the Student Union, Dr. Frank Baxter's English class, and the Chemistry Department.

--Reported by Elysian Heights Elementary School

"FREEDOM TO BECOME" ASSEMBLIES

Using the theme of "Freedom to Become," the fourth-, fifth-, and sixth-grade pupils presented monthly auditorium programs during the school year. These programs featured the lives and contributions of great Americans, the heritage of American freedoms, and other patriotic subjects.

--Reported by One Hundred Seventh Street
Elementary School

SOME STANDARD PRACTICES FOR SECONDARY SCHOOLS

- Girls' and Boys' Leagues
- Student Councils
- School clubs - service, special interests, and subject-centered
- Scholarship societies
- Class social activities
- Girls' athletic associations and girls' athletic clubs
- Boys' athletic programs
- Special auditorium programs
- Intra-mural programs
- Special sports events
- Student body sponsored activities, including dances, movies, sports nights, noon activities, rallies, and exchange assemblies
- Fund-raising drives and student welfare programs
- Youth Services programs, including after-school activities and social events
- Community, weekend, and holiday programs, Saturday trips, and summer playgrounds

SELECTED EXAMPLES OF PROMISING PRACTICES

STUDENTS ESTABLISH RULES OF GROOMING AND BEHAVIOR

Student leadership and participation are used to establish good grooming and behavior standards for the school. Based upon surveys of student opinion, the leadership class works out the standards as an all-school project. Teachers and administrators also participate in making final decisions. The program is implemented through homerooms, physical education classes, and work of the counselors. Particularly effective in highlighting the good grooming program are regularly scheduled fashion shows for girls.

--Reported by Bell High School

A9 PINNING CEREMONY

Honoring A9's and their parents, the A9 Pinning Ceremony emphasizes the importance of graduation. At the end of the 10th week, A9 pupils in good standing and their parents are invited to the ceremony, which is held in the evening. The principal presides, and A9 officers present an informative program about their class, colors, and theme. The A9's are then presented with pins in homeroom groups. As the vice-principal reads the name of each pupil, a parent performs the pinning ceremony.

--Reported by Stevenson Junior High School

AN APPROACH TO INTER-CULTURAL RELATIONS

Correspondence is used to establish inter-school relations between a Los Angeles city school and a high school in a foreign city. This communication may be conducted at the faculty and student level. Exchange visits may be arranged as opportunities arise.

A second approach to inter-cultural relations is the American Field Service Foreign Student Program, through which foreign students live with an American family while they are enrolled for one year in a local high school.

--Reported by Granada Hills High School

THE AMERICAN HERITAGE CLUB

To make pupils more aware of notable achievements in American life, the American Heritage Club meets four times a week during the lunch period. The fifth day is used by the pupils to plan club activities with the help of a teacher. These include projects, music, book reviews, and writing.

--Reported by Gompers Junior High School

STUDENT-SPONSORED, AFTER-SCHOOL ASSEMBLIES

To expand educational opportunities for students, the leadership class sponsors a series of weekly after-school lectures and assemblies. The entire program is arranged and presented by members of the leadership class. They also publicize each event and introduce the speakers. Guests for the lecture series are authorities in the field of mathematics, science, and human relations. Assembly programs feature outstanding personalities in the fields of sports, entertainment, and community activity. A special fund is available to pay speakers and performers when necessary.

--Reported by Los Angeles High School

CULTURAL ENRICHMENT AT NOON

To encourage pupils to read more books, the school librarian sponsors a reading festival during the lunch hour on alternate weeks. The librarian carefully selects interesting books, which are read by teachers to the pupils who gather in the auditorium. The teachers assist on a volunteer basis.

--Reported by Reed Junior High School

IMPROVING THE "SELF IMAGE" OF NEGRO STUDENTS

The Negro History Club presents a series of before-school programs for all students. These emphasize the contributions which Negroes have made to American culture. Group discussions and question and answer periods are provided.

--Reported by Fremont High School

A NOON PROGRAM FOR CULTURAL ENRICHMENT

Each Tuesday during the noon hour, a special program entitled "Tuesday Classical" presents chamber music for interested students from 12:50 to 1:20 p.m. Musicians of high quality are invited to perform. Students have the opportunity to hear and meet artists, to attend a live concert, and to form a deeper appreciation of music. However, they must apply for membership in the listening group and are issued identification cards which are used for admittance to the concerts.

Soloists, ensembles, several school choirs, bands, and orchestra perform during the school year. A number of qualified faculty members are featured in small ensembles, duets, and solos. Talented students also have an opportunity to make their debut.

Students meet with the music teacher on the Monday just preceding the Tuesday concert for a briefing about the artist and the selections to be presented. Also included is a discussion of appropriate attire for those who attend. Although the program is sponsored by the Music Department, participation of other departments has made it a school-wide project.

--Reported by Jordan High School

STUDENT PROGRAM TO OBTAIN PART-TIME JOBS

Concern of the Student Council about job opportunities for potential dropouts led to the establishment of a job search program. This activity was planned and conducted by members of the council who worked after school and on Saturdays. Letters of referral to local businessmen were given to the Student Council members. Each member was assigned to an area in the business district. He interviewed businessmen, explained the need for part-time jobs, and solicited their participation.

--Reported by Manual Arts High School

A NOON LISTENING PROGRAM

A noon listening program is sponsored by the Music Department. Interested pupils are invited to hear a variety of good music.

--Reported by Reed Junior High School

STUDENT TUTORING SERVICE AS PART OF NOON PROGRAM

A tutoring service in academic subjects and business education is sponsored and operated by members of the California Scholarship Federation under the direction of the C. S. F. sponsor. The plan operates as follows:

- **A C. S. F. member, selected as the student coaching chairman, coordinates the program by maintaining a roster of the C. S. F. members who volunteer service and of the subjects in which they are competent to tutor**
- **Teachers are supplied with application forms for the tutoring services**
- **Students may request an application from the teacher, or he may take the initiative and ask the student to file an application**
- **The applications are sent to the C. S. F. teacher-sponsor who submits them to the student coaching chairman for assignment to a student tutor**
- **The coaching chairman then sends two appointment forms to the teacher, one for filing and one for the applicant**
- **The tutor and student then meet at noon and arrange a schedule**
- **Daily tutoring sessions are held in classrooms during the noon period**

--Reported by Grant and Jordan High Schools

STUDENT CLUB APPROACH TO HUMAN RELATIONS

A Human Relations Club was organized to help establish and maintain healthy relations between individual students and groups of students. Major objectives of the club are to:

- Promote full participation of all individuals and groups in the school activity program
- Discusss human relations situations which arise and to recommend solutions to the Student Council
- Sponsor an assembly program to emphasize sound, effective practices in human relations

--Reported by Dorsey High School

CULTURAL ENRICHMENT PROGRAM ON WEEKENDS

A cultural enrichment program on Saturdays includes the following activities:

- The A9 English teachers accompany pupils to the theater, to the opera, and to performances at the Pasadena Playhouse and at nearby colleges and universities
- The science teacher arranges science field trips
- Youth Services personnel sponsor trips to the mountains, the beach, the Planetarium, and other points of interest
- The Women's Junior League sponsors a program of cultural enrichment under the direction of Los Angeles State College
- An exchange social activity is held with pupils from a school in another section of town

--Reported by Belvedere Junior High School

AFTER-SCHOOL SQUARE DANCES

A square dance group was formed and programs are held on one day each week after school. The culminating event each year is a faculty-pupil square dance.

--Reported by Carver Junior High School

ANNUAL FLOWER SHOW

Pupils learn techniques of flower arrangement and appreciation of flowers through participation in an annual flower show. Homeroom teachers encourage the pupils to receive instruction in flower arrangement, which is provided during physical education classes. On the day of the annual show, pupils display their arrangements. Members of the Girls' League and Student Council plan and manage the show with the help of teachers. Student body members, the faculty, and citizens in the community judge the entries and award ribbons. Pupils visit the display during their physical education classes, and parents and friends view the arrangements after school.

--Reported by Edison Junior High School

MAKING STUDENT BODY ELECTIONS MORE MEANINGFUL

The importance of student body elections is emphasized by patterning procedures after those used in city and county elections. Voting booths, obtained without charge from the county, are located in various sections of the campus. Each area is under the supervision of an appointed precinct worker. Pupils register to vote in their homerooms prior to election day, at which time they cast their votes during the nutrition or noon periods, or after school.

--Reported by Hollenbeck Junior and Hollywood and
Jefferson High Schools

AFTER-SCHOOL READING PROGRAM

To capitalize on the pupils' desire to improve their reading ability, an after-school reading club was organized. Pupils in the club met voluntarily each afternoon under the supervision of a teacher. Much interest was evidenced and maintained in the program.

--Reported by Gompers Junior High School

CAMPUS FORUM

In addition to the usual club program, a campus forum has proved to be most popular. It is planned by three teachers with the assistance of a pupil committee. The forum, which is held twice monthly after school, enables pupils to discuss current social problems. Guest speakers are often invited to address the group.

--Reported by Burroughs Junior High School

SOME STANDARD PRACTICES FOR ADULT SCHOOLS

- Coordination with P. T. A. 's and community agencies in sponsorship of lectures, forums, and short-unit courses
- Sponsorship of short-unit, non-credit classes for pre-employment training
- Offering of special interest assemblies and programs
- Encouragement of student participation in community organizations, such as Welfare Planning and Community Coordinating Councils
- Job placement for students
- Cooperation with League of Women Voters in co-sponsoring informational programs for voters
- Offering of on-campus civil service examinations

SELECTED EXAMPLES OF PROMISING PRACTICES

AN INFORMAL JOB PLACEMENT AGENCY

Job placement is an important, informal service provided by the adult schools. Through this service, many students are placed in jobs within the community. Because of many successful experiences, local businessmen call the adult school when workers are needed. Often specialized classes are organized at the request of a local business or industrial firm on the assurance of adequate job placement for those who complete the training.

--Reported by Gardena Adult School

ASSUMING OF COMMUNITY RESPONSIBILITY

Adult school students have used the following means to cooperate with community groups which handle youth problems involving such areas as out-of-school conduct, physical and moral hazards, employment, recreation, and cultural opportunities:

- Volunteering their services to supervise off-campus sports activities, such as basketball tournaments and football games
- Using their cars to accompany students on trips to Scripps Institute of Oceanography, the San Diego Zoo, and other places of interest

--Reported by Jefferson Adult School

SOME STANDARD PRACTICES FOR COLLEGES

- Provision of occupational organizations, such as Engineering Club, Secretarial Club, and Future Teachers Club
- Recognition of school and community service at banquets, assemblies, and award presentations
- Wide variety of student activities through use of student union buildings and facilities
- Provision of social and special interest clubs and intra-mural sports on campus to provide every student with an opportunity for self-expression
- Student body conferences in subject and special interest fields, bringing together students from several junior colleges or inviting participation of high school students

SELECTED EXAMPLES OF PROMISING PRACTICES

RELIGIOUS AND NATIONALITY CLUBS

To promote a sense of belonging and a pride in one's own background, religious and nationality clubs are sponsored at colleges. Near two campuses are University Religious Conference centers, which provide facilities for religious or inter-faith meetings. Newman clubs serve Catholic students; Deseret clubs, Mormon students; and Hillel clubs, Jewish students. Various Protestant student clubs also function at the U. R. C. centers. Campus clubs organized by students of Mexican descent present assembly programs on Mexican national holidays (September 16 and May 5) and collect contributions for scholarship funds for students of Mexican descent. These clubs perform voluntary community service in parks, at playgrounds, and in local community centers.

--Reported by East Los Angeles and
Los Angeles City Colleges

COMMUNITY SERVICE PROJECTS THROUGH CLUB PROGRAMS

Campus social clubs often perform community service as a part of their yearly programs. Red Cross drives, Community Chest campaigns, and Christmas basket collections are among the projects undertaken by members of these organizations, who compete with each other for service "credits" or "points." In addition, some campus groups devote their entire programs to community service. A psychology club performs services to patients in hospitals; a sociology club sponsors neighborhood drives for anti-polio vaccination, hearing tests for pre-school children, and fund drives for "summer camperships" for underprivileged children in the neighborhood; and a social work majors' club volunteers service on playgrounds on Halloween night and for "Cinco de Mayo" festivals. Individual members often attend special sessions of local coordinating councils to discuss playground problems or summer camp opportunities for younger children in the community.

--Reported by Los Angeles Harbor, Los Angeles City,
and East Los Angeles Colleges

A YOUTH CONFERENCE FOR TEEN-AGE CLUBS

Student body officers or social work club members invited officers and sponsors of all types of youth clubs in the community to send delegates to a Saturday morning "Youth Conference." The Los Angeles County Probation Department and its group guidance clubs provide cooperation. A theme is chosen, such as: "Ways in Which We Can Serve the Community," "Ways in Which We Promote Inter-Group Relationships," and "Social Clubs Instead of Gangs." A morning assembly featuring a main speaker may be followed by group meetings in which the delegates from the teen-age clubs describe the activities of their organizations. Recognition by the college enhances the prestige of the teen-agers and encourages them to stay in school.

Group guidance clubs, which consist of teen-agers on probation, are as well represented in such Saturday conferences as are church and playground groups. Two examples of successful programs of this type are:

- Governor's Advisory Committee Conference on Youth held in Long Beach, November 19, 1961. (Contact Mr. Roy C. Votaw, California Youth Authority, Sacramento, California.)
- Small-scale conference for a single local neighborhood held at East Los Angeles College, May, 1962, under the auspices of the social work majors' club. One hundred and twenty-five teen-agers, representing 17 local clubs and four ethnic groups, attended

--Reported by East Los Angeles College

SECTION VI

COMMUNITY RELATIONS

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ELEMENTARY SCHOOLS 98

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SOME STANDARD PRACTICES FOR ELEMENTARY SCHOOLS

- Utilization of materials published by qualified human relations organizations
- Regular press releases about the school to local newspapers
- Active cooperation with local public libraries
- Active membership in the Case Conference Committee of the Coordinating Council
- Service by staff members on neighborhood committees for public housing
- Cooperation with local youth, recreational, and church youth programs
- Sewing clubs for mothers of pupils in the school
- Use of schools as community centers for youth and adult groups
- Cooperation with community agencies and groups
- Organization of open house programs
- Child care centers for children of pre-school age
- Child care combination centers for children of pre-school and school age
- Extended day care centers for children of school age

SELECTED EXAMPLES OF PROMISING PRACTICES

SCHOOL ART EXHIBITS FOR THE COMMUNITY

Prominent artists participate in a series of exhibits of art prints presented to pupils and their parents. The theme of the first exhibit was "Impressionism." An artist is asked to explain the art period or the art form being featured and also to demonstrate by drawing sketches or paintings. The exhibits are scheduled after school, and pupils and parents receive an opportunity to study the pictures as time permits.

Exhibits of primitive and of Japanese art have also been displayed. During the latter exhibit, the Japanese tea ceremony was explained and demonstrated.

--Reported by San Jose Street Elementary School

ANNUAL INTERNATIONAL LUNCHEON

The P. T. A., as a fund-raising activity, holds an annual international luncheon at which foods representing many countries are served. The parents donate the dishes which represent their native lands or their favorite foreign recipes. Many parents also wear the costumes of their native countries. The luncheon is held on a Tuesday--a day when P. T. A.'s do not meet--so that parents of children in other schools may attend. The school dance group, the Michelettes, performs dances representing different countries. A speaker or film on an international subject is usually also presented.

--Reported by Micheltorena Street Elementary School

COOPERATION WITH COMMUNITY CENTER

School personnel receive excellent cooperation from the Carver Community Center, which is located across the street from the school. Staff members of the center serve on the school P. T. A. Board, and the center holds classes two nights a week for fathers and mothers of the pupils. Mutual support of each other's programs results from this type of school-community cooperation.

--Reported by Main Street Elementary School

GETTING TO KNOW THE LOCAL MERCHANTS

Personal contacts with local merchants and businessmen by the principal and teachers have been very effective in making clear that the school program is effective. By cultivating these contacts, the staff has gained a ready resource of local citizens to help in time of need. The principal enters stores, meets the owners, and establishes friendly relations. Teachers are encouraged also to patronize the stores and become acquainted with local businessmen.

--Reported by Fifty-Ninth Street Elementary School

AID FROM LOCAL SERVICE CLUBS

Service clubs in the community have been very helpful in supplying glasses, dental aid, and even counseling and guidance service to pupils. As summer approaches, these clubs have paid camping expenses of needy children. They help to maintain the school garden by supplying wood for edging the plots, gravel for the walks, cement for the chicken pens and the goat area, and water pipes for the chickens. A drinking fountain has also been provided for the garden. In addition, community churches have aided the P. T. A. in supplying food and clothing to needy families, and the local Mormon Stake has performed welfare services for families of this faith. In emergencies, the Salvation Army has assisted, and, in one instance, a local physician contributed $100 to the P. T. A. welfare fund.

--Reported by Figueroa Street Elementary School

PARTICIPATION IN LOCAL LEADERSHIP GROUP

The principal is active in the Pueblo del Rio Leadership Group, which meets monthly at the school. Representatives from the local housing project, the County Health Department, the Parks and Recreation Department, and other groups serving the housing project comprise the group.

--Reported by Holmes Avenue Elementary School

A MULTI-RACIAL NEIGHBORHOOD COUNCIL

A racially integrated group of parents, called "United Neighbors," meets regularly to discuss community problems. This group was initiated when the racial composition of the neighborhood began to change. Members of the school staff cooperate in such worthy programs.

--Reported by Windsor Hills Elementary School

MEMBERSHIP IN THE LOCAL COMMUNITY CLUB

Active participation by the principal in the local community club of this middle-class neighborhood fosters improved school-community relations. The group has a school committee with which the principal discusses problems, suggestions, and recommendations regarding the activities of children and youth. This organization maintains contact with all local agencies and provides a ready channel for quick dissemination of information regarding out-of-school conduct, physical and moral hazards, employment, and cultural opportunities.

--Reported by Avalon Gardens Elementary School

BEING ACTIVE IN ONE COMPREHENSIVE ORGANIZATION

Because it is not possible to be active in all community groups, an elementary school administrator finds it necessary to be selective. Therefore, he is as active as possible in only one group, such as the coordinating council, which represents a network of many other community organizations.

--Reported by Windsor Hills Elementary School

SOME STANDARD PRACTICES FOR SECONDARY SCHOOLS

Joint activities with one or more of the following organizations:

- Service Clubs, Fraternal and Patriotic Organizations

  Kiwanis, Rotary, Exchange, Lions, Optimists, Sertoma, Masons, Elks, American Legion, D. A. R., Women's Business and Professional Clubs, and Soroptimists

- Recreation and Character-Building Organizations

  Y. M. C. A., Y. W. C. A., Boy Scouts, Girl Scouts, Camp Fire Girls, Woodcraft Rangers, Churches, Boys' Clubs, and Community Centers

- Public and Private Agencies

  Coordinating Councils, Welfare Planning Councils, Health Councils, Employment Agencies, Law Enforcement Agencies, Correctional Agencies

Joint school-community activities include:

Father and Son Nights, Mother and Daughter Teas, parent-education meetings, community parades, art exhibits, athletic banquets, music and drama activities, carnivals, athletic awards programs, open house programs, oratorical contests, special programs such as Cinco de Mayo celebration, Christmas programs, and American Field Services programs

SELECTED EXAMPLES OF PROMISING PRACTICES

COMMUNITY SUPPORT

When the school opened, additional assistance was needed to process books, type stencils, and perform other clerical work. Names of interested community leaders were obtained from contributing elementary schools, and their help was enlisted. By working together, the women who volunteered for service built a fine relationship which eventually became the basis for an effective P. T. A. organization.

--Reported by Maclay Junior High School

CO-SPONSORSHIP OF CAREER GUIDANCE PROGRAM

Through the combined efforts of an association of college women and a committee of principals representing an area of the school district, a program of career counseling for college preparatory students was established. Two sessions are conducted on Saturdays. Lunch, provided by interested business firms in the community, is served to the students and participants between the morning and afternoon meetings. Twenty students from each grade level of the eight high schools in the area are invited to attend the program. Panel speakers are supplied by the College Women's Association. The principals' committee supplies a speaker for the panel. Traditional and new occupational opportunities for college-preparatory students and scholarship application procedures are discussed by panel members.

--Reported by Mid-City Principals' Association

COMMUNITY PARTICIPATION IN ACHIEVEMENT AWARDS

Various service groups in the community recognize the student achievements in the fields of industrial, vocational, and fine arts and distributive education through the presentation of monetary awards, plaques, and citations. Community leaders serve as judges and have an opportunity to observe the results of the school's instructional program. Such an activity also stimulates student interest and raises achievement levels.

--Reported by Fremont and Monroe High Schools

PUBLIC RELATIONS BREAKFAST AND LUNCHEON

Community leaders, neighbors, local administrators, and a student government representative are invited to public relations luncheons and breakfasts. These gatherings help community members to learn about school facilities and problems.

--Reported by Foshay and Markham Junior High Schools

CHOICE OF A "CITIZEN OF THE MONTH"

Local service clubs sponsor a "Citizen of the Month" award for students. The boy or girl selected receives the presentation at a luncheon meeting of the contributing organization. The award is given wide publicity both in the school and in the community.

--Reported by Hollywood High School

LONG-RANGE PLANNING FOR CAREER OPPORTUNITIES

Under the direction of the Van Nuys Chamber of Commerce, an evening program was organized for pupils and their parents to create an interest in the new frontiers of industry. Leaders from various fields discussed their programs and future career possibilities. Although all pupils were invited, very able pupils were particularly encouraged to attend.

--Reported by Madison Junior High School

JOINT EFFORTS TO PROVIDE COUNSELING SERVICES

A family counseling service and a social club join with the school in the provision of counseling services for parents and students on Saturdays. The girls' vice-principal serves as the liaison between the school and the family counseling service committee. The local Kiwanis Club contributes the salary so that a regular staff counselor from the family counseling service will be available. Referrals are initiated by school personnel.

--Reported by Eagle Rock High School

WEEKEND LEADERSHIP PROGRAM

Leadership conferences are organized by students with the cooperation of the faculty and personnel from local community centers. Held on weekends at a camp or at the school, the meetings are attended by representatives selected by homerooms. Programs provide for discussion of school, home, and community problems. Faculty members act as resource persons. Students evaluate the programs and make recommendations. These conferences help to improve the general morale of the student body, build leadership, and gain community support.

--Reported by Carver Junior and Jefferson High Schools

STUDENT SERVICE TO THE COMMUNITY

Volunteers from the school perform service in hospitals, homes for the aged, and other similar institutions. As a result, students receive practical training by working with dietitians, laboratory assistants, technicians, office workers, and librarians.

--Reported by Monroe High School

PARENT ASSISTANCE WITH PROBLEMS

Parents clubs are organized to provide for the welfare needs of pupils and their families. One example is the raising of funds to provide dental care for needy pupils.

--Reported by Lincoln High School

SCHOOL-SPONSORED "BLOODMOBILE" PROGRAM

Medic Club, a school-sponsored group, organizes a community-wide bloodmobile program. Many hundreds of pints of blood are collected for which the local community receives credit.

--Reported by Roosevelt High School

CODE OF DRESS

Dress standards which directly affect the behavior and health of pupils have received a great deal of emphasis. A program might include the following:

- **Distribution of a letter from the P. T. A. each fall which will provide the family of every boy and girl attending the school with a copy of the code of dress**
- **Preparation of letters to local shoe stores in which are enclosed copies of the code of dress and an explanation of the recommendations with regard to shoes**
- **Provision of an opportunity by a large department store for Student Council members to view a film on the manufacture of shoes and to learn about the importance of wearing proper shoes**

--Reported by Burroughs Junior High School

PROMOTING BETTER HEALTH WITHIN THE SCHOOL

Discussions with local field workers and school physicians in physical education classes help pupils to solve their own helath problems.

--Reported by Jordan High School

PARENT CONTACT THROUGH CORRESPONDENCE

Personalized contact with parents is established by sending letters to them concerning student progress and school events.

--Reported by Carver Junior and Aggeler High Schools

CREDIT TO STUDENTS FOR PLAYGROUND ASSISTANCE

Service credit is granted to students who act as playground assistants at the local parochial school.

--Reported by Lincoln High School

SCHOOL COMMUNITY FESTIVAL (CINCO DE MAYO)

The Cinco de Mayo festival represents a successful effort by the school and the community to cooperate in a joint enterprise. Special features include:

- Plans formulated by school staff and pupils
- Student art work exhibited in the patio
- Display of piñatas made by pupils in each homeroom
- Food booths staffed by P.T.A. members
- Appropriate costumes worn by pupils, teachers, and guests from the community
- Entertainment provided by outstanding community talent
- A "Family of the Year" award presented to stress importance of family unity
- Contest held in poetry writing
- Game booths sponsored by school clubs

--Reported by Belvedere Junior High School

VOCATIONAL GUIDANCE BY STATE EMPLOYMENT OFFICE

Several schools are engaged in an experimental program with the local branches of the State Department of Employment. Through the program, vocational information and job placement services are provided for senior students.

--Reported by Venice High School

PARENT MEETINGS ABOUT PUPIL-CENTERED PROBLEMS

Parent group meetings are periodically scheduled to discuss specific pupil-centered activities and problems. Topics for discussion include: the scholarship program, Senior "A" activities and dues, Iowa Test scores and their correlation with school marks, and the objectives of the remedial reading program. These special meetings supplement regularly scheduled general meetings, during which the overall objectives and policies of the school are explained.

--Reported by Belvedere Junior and
Hollywood High Schools

ASSISTANCE OF P. T. A. BY STUDENT GOVERNMENT CLASS

The student government class adopted a project designed to improve attendance at P. T. A. meetings. Class members contacted parents personally and issued invitations to attend. This technique produced substantially increased attendance at the meetings.

--Reported by Hollenbeck Junior High School

SUMMER YOUTH EMPLOYMENT AGENCY

The Palos Verdes Coordinating Council and the Lomita Harbor Area Coordinating Council spearheaded a project to establish a summer youth employment agency for junior and senior high pupils. Personnel of the Torrance State Employment Department helped to formulate the program. Community organizations donated money, and the Chamber of Commerce provided office space. Pupils publicized the services of the agency and also helped with office routines, such as handling telephone calls and performing clerical duties. Service clubs were responsible for contacting businesses in the community about summer job opportunities.

--Reported by Fleming Junior High School

COOPERATION BETWEEN SCHOOLS AND LABOR GROUPS

Labor union representatives are invited to observe industrial arts classes and to discuss apprentice opportunities for students. As part of the career guidance program, the representatives invite selected students from the occupational and vocational classes to visit plants and offices related to their occupational goals. Morning trips are followed by a luncheon at which students may ask questions and discuss opportunities in the field. Labor union representatives also interview and place qualified graduating seniors in union-sponsored apprenticeship programs.

--Reported by Fremont High School

COMMUNITY COOPERATION IN STUDENT JOB PLACEMENT

A program was established in cooperation with the Industrial Relations Committee of the Los Angeles Urban League to obtain employment for those students who excel in industrial arts and business education programs. After being interviewed, qualified students are placed in on-the-job positions as trainees. Contact is maintained with the personnel offices of the Hughes, Douglas, and Lockheed Aircraft firms, and with the Pacific Telephone Company and International Business Machine Corporation.

--Reported by Jordan High School

SUPPORT OF INDUSTRIAL ARTS PROGRAM BY INDUSTRIES

Guest lecturers and other authorities from various industries and professions speak to classes and assembly audiences. In addition, a school service group co-sponsors a Practical Arts Fair which features the accomplishments of students in non-academic classes.

--Reported by Monroe High School

PROVIDING GUIDANCE AND EMPLOYMENT OPPORTUNITIES

A youth employment desk in the local office of the Department of Employment is operated specifically for students in the school district. Those who meet the qualifications are employed by the local telephone company through special arrangements with the coordinator of work experience.

--Reported by Hollywood High School

SCIENCE FAIR AND SCHOLARSHIP PROGRAM

Winners of an annual science fair are presented awards and invited to attend a luncheon sponsored by the local Kiwanis Club. The service club also furnishes a scholarship plaque which bears the names of all graduates who have been members of the scholarship society for a semester or more. Each of these pupils is awarded an individual plaque at graduation time.

--Reported by Foshay Junior High School

HOMEMAKING AWARDS PROGRAM

The "Rotaryannes," an organization for wives of Rotary Club members, sponsor a homemaking awards program which offers competition in sewing, homecraft, and food preparation. Aprons, skirts, blouses, and dresses are included in the sewing category. Food preparation entails the baking of cakes or preparing of breakfasts or luncheons. Articles for the kitchen, bathroom, or other parts of the house can be entered in the homecraft competition. Entries are prepared in homemaking classes, and each class enters its five best projects. Members of "Rotaryannes" visit the school, judge the projects, present awards, and honor the winners at one of their meetings.

--Reported by Edison Junior High School

ESTABLISHMENT OF A SCHOOL SCIENCE CENTER

Through the help of interested citizens in the community who are employed in the electronics and space industries, a science center has been established in a special room provided by the school. Its purpose is to provide additional opportunities for junior and senior high school pupils who demonstrate ability and interest in the field of science. These pupils meet on one evening each week with outstanding authorities who provide instruction and laboratory activities dealing with electronics, space, and other subjects of special interest. Pupils are encouraged to engage in individual projects. The activities of the center are coordinated by school personnel.

--Reported by Airport Junior High School

COMMUNITY-SPONSORED SPECIAL INTEREST CLUBS

Special interest clubs are organized with the help of the school, local community centers, and churches. The programs offered may vary from teaching good grooming, charm, modern dancing, and folk dancing to providing athletic activities and arranging weekend trips to mountain camps.

--Reported by Garden Gate and
Hollywood High Schools

INDUSTRIAL ARTS CRAFTSMANSHIP PROGRAM

A craftsmanship awards program that develops motivation in industrial arts pupils is sponsored by the Rotary Club. Each semester, the five outstanding projects in each shop class are selected by the pupils and teachers. Rotarians judge the projects, present awards, and honor the winners at a Rotary Club luncheon.

--Reported by Edison Junior High School

AREA-WIDE COORDINATION AMONG PRINCIPALS

Principals of schools serving a specified area meet regularly in order to:

- **Delineate common problems**
- **Discuss consistent approaches to solving these problems**
- **Present a unified point of view to the community**
- **Exchange information about effective practices**
- **Provide for further study of problems unique to the community and school through the organization of various committees**
- **Work effectively with important organizations in the community, such as ministerial organizations, coordinating councils, welfare planning groups, and local community centers**

--Reported by Mid-City Principals' Association, Fremont High School, Eastside Principals' Association, and Garfield High School

PROVIDING CULTURAL ENRICHMENT

Broadening the inter-cultural understanding of students may be accomplished by enlisting citizens to show personal travel films which highlight the youth, customs, and life in other countries. Teachers who travel may also show their films and discuss the culture of peoples in other lands.

--Reported by Garden Gate High School

COMMUNITY RECOGNITION FOR SCIENCE ACHIEVEMENT

A local community group presents awards to project winners in a science fair. The presentations are made during a luncheon held off campus.

--Reported by Foshay Junior High School

A COMMUNITY-SCHOOL SPONSORED STUDENT CLUB

Club Mohican, a student organization, is sponsored jointly by the school, the Gardena City Council, and the recreation department. Its purpose is to provide wholesome and extensive recreational and social programs and to perform many worthwhile services in the school and in the community. The club creates a climate in which all groups in the student body may find acceptance and participation. Any student may become a member for a fee of 50 cents. The organization functions under the sponsorship of a teacher, and a student board of directors decides upon policies and types of activities. Examples of kinds of programs and services provided by the club are:

- **B10 Orientation: At the opening of school, each B10 student is provided a kit which contains a student handbook, a plot plan of the school, and other helpful information**
- **Student dances: All Friday night dances are sponsored by the club, which hires a name band**
- **Club funds are always available for constructive school service programs**

--Reported by Gardena High School

ENRICHMENT PROGRAMS THROUGH YOUTH SERVICES

Through programs sponsored by the Youth Services Section, Division of Instructional Services, pupils may visit many places of recreational and cultural interest. The majority of these trips are scheduled on weekends. Parents cooperate by supervising the pupils and providing refreshments.

--Reported by Gompers Junior High School

ENRICHMENT PROGRAMS THROUGH COMMUNITY AGENCIES

Several community-sponsored cultural enrichment programs are available. These are scheduled after school hours and include visits to the theater for plays and ballets, museums, exhibits, and industrial plants.

--Reported by Jefferson and Cooper High Schools

"I AM AN AMERICAN" PROGRAM

An effective community relations program is offered by many adult schools through sponsorship and participation in "I Am An American" programs. The Student Council participates by its emphasis in human relations and the American way of life. Sponsorship may also be obtained from the American Legion, service clubs, and other community organizations.

--Reported by Roosevelt and Washington High Schools

PROVIDING SCHOLARSHIP FUNDS FOR GRADUATES

The local chamber of commerce and the high school staff combine efforts to provide a scholarship fund for college-preparatory students. The fund is contributed by the Chamber of Commerce through the conduct of an election for honorary mayor, in which the voters pay 10 cents for each vote. Students apply for aid from the fund through the school's scholarship coordinator. The Scholarship Committee, acting on the recommendations of teachers, counselors, and the scholarship coordinator, awards the scholarships to worthy candidates.

--Reported by Banning High School

DISCUSSION OF SCHOOL-COMMUNITY PROBLEMS

School administrators schedule meetings with representatives from community organizations to discuss school-community problems. Public agencies, such as police and welfare departments, private organizations, and leading citizens are represented in the membership of the group. Subjects discussed range from help to individual students to establishing more effective school-community relations. Selection of agenda items is based on the interest of the community and the relationship of the topic to the school.

--Reported by Lincoln, Roosevelt,
and Fremont High Schools

A SCHOOL GROUP GUIDANCE PROGRAM

School personnel and representatives of the Los Angeles County Probation Department's group guidance program work together to help students adjust to the school and community. Two members of the group guidance staff assist with the project. The principal, the boys' vice principal, and Youth Service personnel cooperate with the guidance personnel. Continual communication regarding the students and their club groups is maintained between school and guidance staffs. Guidance workers provide individual and group guidance services and promote effective relations with parents and community agencies. The school provides facilities for meetings and for a recreational program. Both principal and boys' vice-principals assist the guidance staff in presenting the program to parents and the community.

Features of the program include:

- An outside agency and the school work cooperatively to help students solve their own problems
- The program assists the students in developing positive attitudes toward school and authority
- Parents are involved in the adjustment process through the work of the school and the guidance staffs

--Reported by Muir Junior and
San Fernando High Schools

ESTABLISHING BETTER COMMUNICATIONS WITH THE COMMUNITY

Special assemblies are conducted by local juvenile officers to inform students of the hazards of misbehavior and to provide them with a positive image of law enforcement.

--Reported by Jordan High School

CONFERENCE WITH COMMUNITY LEADERS

Conferences with local merchants, civic leaders, and students provide an opportunity to discuss mutual problems involving the school program and activities.

--Reported by Belmont and Lincoln High Schools

VISITS OF COMMUNITY LEADERS TO SCHOOL

Weekly visits by various community leaders are encouraged to acquaint them with the school program and to provide them with an opportunity to talk with both pupils and teachers. Two outstanding leaders are invited to the school each Friday from 10:30 a.m. to 1:30 p.m. Guests are escorted on a tour by two pupils from the government class, who have the responsibility of planning the itinerary. Luncheon is served by the homemaking class to the two guests, the two pupils, two teachers, and one administrator.

--Reported by Madison Junior High School

MONTHLY SCHOOL CALENDAR FOR LOCAL PRESS

The journalism instructor, the principal, the boys' vice-principal, the teacher in charge of the school calendar, and the person or persons in charge of special events meet informally with representatives of local newspapers to review the school's entire program for the coming month and to plan effective publicity.

--Reported by Lincoln and Garfield High Schools

STUDENT PARTICIPATION IN COMMUNITY ACTIVITIES

As a project, the Leadership Class invites community leaders, juvenile police officers, and social agency workers to a series of breakfast meetings held before school. Officers from the Student Council also attend. The purpose of these meetings is to discuss community problems and to suggest ways of improving the community. The program helps students to understand community problems pertinent to their age group and provides opportunities to suggest solutions from their point of view. Through this program, many students have volunteered to work on community projects.

--Reported by Lincoln High School

SCHOOL USE OF COMMUNITY NEWSPAPERS

A weekly student column in the local newspapers helps to develop student and community support for the school.

--Reported by Lincoln High School

A PILOT PROGRAM OF CULTURAL ENRICHMENT

Los Angeles State College, the community, and the school are cooperating in a pilot program to provide cultural enrichment activities to a selected group of junior high school boys. This program involves field trips, lectures, individual projects, training in academic skills, informal discussions, and parent meetings. It is believed that selected experiences which involve community resources and facilities are important motivating devices for school work.

--Reported by Belvedere Junior High School

BOOSTER CLUB FOR ATHLETIC PROGRAM

Because many parents are interested in athletics, a Booster Club whose membership is open to all parents was organized. The members sell tickets to athletic events and promote community interest and support in all phases of the schools' athletic program.

--Reported by Hollywood and Hamilton High Schools

A FILM PORTRAYING THE SCHOOL

Members of the school staff and pupils produced a film to explain the educational program. The film depicted the junior high school story in a graphic manner and was used for both school and community purposes. It was received with enthusiasm by parents and local organizations.

--Reported by Mt. Gleason Junior High School

COOPERATION BY MINISTERS OF LOCAL CHURCHES

Letters sent to local ministers aid in providing church congregations with authoritative information about school events and activities.

--Reported by Mid-City Principals' Association

SOME STANDARD PRACTICES FOR ADULT SCHOOLS

- Representation of not only the Division of College and Adult Education but also of the entire school system through active community participation of staff members
- Utilization of community, industrial, professional, and administrative resources
- Educational programs geared to the needs and interests of the community
- Offering of classes at branch locations to provide local educational opportunities
- Cooperation with day schools in offering open house programs
- Publicity for educational offerings through local newspapers
- Lectures and forums dealing with public affairs and community problems

SELECTED EXAMPLES OF PROMISING PRACTICES

ADMINISTRATOR'S ROLE IN COMMUNITY RELATIONS

A most important practice for any school administrator, one that should be considered a personal responsibility, is to visit local businessmen in their establishments and to demonstrate a pride in the community. The ability to walk down a business section of the town and know, by first name, the individuals in the community is an important asset. It is also good practice to visit the offices of local newspapers regularly, to get acquainted while having coffee, and to invite members of newspaper staffs to lunch. When local events are scheduled in the community, the full potential of the school should be made available to the organizations involved. This type of cooperation and support will strengthen the mutual appreciation of the school and community.

--Reported by Gardena Adult School

SPONSORSHIP OF A "GUEST NIGHT" PROGRAM

A great potential for establishing more effective school-community relations is to sponsor a "Guest Night" program. Ministers, businessmen, representatives from social and service clubs and from the Armed Forces Radio and Television Service, neighboring elementary school principals, the district superintendent, and other school personnel may be invited. Such persons may suggest many excellent ideas for improving school service and school-community cooperation. The group may become the nucleus for an advisory council whose concern will be the advancement of all phases of the school program.

--Reported by Jefferson Adult School

THE ROLE OF COMMUNITY COORDINATION

A community calendar was established by the school in cooperation with the coordinating council, community newspapers, and local P. T. A.'s. Circulated to community agencies and published in the local newspapers, the calendar is an effective means of publicity and communication.

--Reported by Venice Adult School

SCHEDULING OF OFF-CAMPUS CLASSES

An effective public relations program for the school has been developed through cooperative planning with the South Central Senior Citizens Committee. A directory of services outlining the opportunity for senior citizens has been compiled. Parent-education classes were started several years ago at the Henderson Community Center, Second Baptist Church. These classes, like those offered by other adult schools, tend to strengthen the position of adult education in the community.

--Reported by Jefferson Adult School

COOPERATION WITH COMMUNITY AGENCIES

Adult schools cooperate with many community agencies to expand educational opportunities. Classes in parent education and clothing construction are conducted at the various settlement house playgrounds, the Y. W. C. A., and the Y. M. C. A. Instruction in other fields is conducted at the following locations: swimming and lifesaving, Y. W. C. A.; home and plant protection, Police Pistol Range; and welding, Todd Shipyards. In addition, classes in retail cashiering are conducted with the cooperation of the Food Employers Council. Counseling and educational services are provided for local citizens at the Federal Correctional Institution on Terminal Island.

--Reported by San Pedro Adult School

USE OF ADVISORY COMMITTEES

An advisory committee comprised of representatives of industries, service organizations, community agencies, and other groups was established by the school to analyze community educational needs. Recommendations of this group and of the school administrator and staff have helped to develop an educational program geared to the present interests and needs of the community.

--Reported by Banning and Van Nuys Adult Schools

USE OF THE SCHOOL PLANT AS A COMMUNITY CENTER

To apply the concept that schools are active participants in varied community activities, the adult school serves as an evening community center. Educational programs, lectures, forums, and additional services are offered.

These include:

- Providing meeting places for community groups of both youth and adults
- Cooperating with the day school and Youth Services program to make the playground and gymnasium available to community residents
- Making the school libraries available for night use
- Providing a classroom for use as a study hall by both day and evening students

--Reported by Manual Arts and Fremont Adult Schools

COORDINATION OF PARENT EDUCATION PROGRAM

The adult school sponsors a very effective parent-education program in which the school staff, the 31st District P. T. A., the 10th District P. T. A., and local P. T. A.'s work together very closely. Included are many regular classes in the development of children of pre-school age, frequent lectures, programs, and discussions of pertinent topics.

--Reported by Van Nuys Adult School

AN ORIENTATION PROGRAM FOR NEW ARRIVALS

Housing, employment, recreation, and educational opportunities available to newly arrived members of the community are discussed by prominent citizens during a meeting for local residents held in the auditorium. The program is sponsored by the adult school, its student council, and the Urban League.

--Reported by Jordan, Jefferson, and Fremont Adult Schools

FINANCIAL ASSISTANCE FOR VOCATIONAL RETRAINING

Perhaps the most effective contribution of this school in meeting the problems of transiency has been the vocational training program in electronics. Through this program, more than 1200 vocationally displaced adults have been employed by industries located in San Fernando Valley. Because unemployment is a factor in transiency, the retraining contributes toward resolving the problem. Provision of funds by a private industrial firm for rental of buildings and necessary equipment is a promising innovation.

--Reported by Reseda Adult School

STRENGTHENING THE EDUCATIONAL PROGRAM

By offering the following types of activities, the adult schools aid in strengthening the educational program and the community's appreciation of the school role. Most adult schools offer one or more of the following:

- Special lecture series on narcotics, delinquency, communism, school dropouts, and other topics of current interest
- Complete operas by students in the school opera workshop
- Discussion-group classes for parents and other interested persons on "Helping Your Child Learn," a study in depth of the elementary school program in the Los Angeles City Schools

--Reported by Van Nuys Adult School

TELEVISION PROGRAMS TO COMBAT ADULT ILLITERACY

In cooperation with the central office, adult schools are currently offering a series of 100 half-hour television programs entitled "Operation Alphabet." The student viewers utilize a low-cost workbook. In some schools, those who do not own television sets view the programs on the campus. These are presented at 5:30 p.m. each day.

--Reported by Roosevelt and Garfield Adult Schools

A LECTURE AND FORUM SERIES

Lectures and forums on world problems, the dangers of communism, parent-school relationships, and mental health have successfully improved public relations and racial understandings. Adult students are encouraged in all classes, and particularly in social studies classes, to participate in group discussions as a means of developing greater understanding of current problems. Special classes were organized last year to emphasize current world events and their implications. An important feature was utilization of resource persons from the government, professions, foreign consulates, and other groups and agencies. These classes were attended by adults who, for the most part, were non-credit students vitally interested in a broader understanding of world problems.

--Reported by Reseda Adult School

USE OF THE SCHOOL PLANT AS A COMMUNITY CENTER

The school plant is frequently used at night for civic center and Youth Services activities, such as Boy Scouts meetings, civil service lectures and tests, voting and voter registration, and political discussions. When local teen-age gang leaders decided to hold a so called "Summit Conference" to make peace among their group, the adult school principal secured a civic center permit and, through the community newspaper, invited the gangs to hold such a meeting at the school. As a result, local gang members demonstrated a change in general attitude and also decided to participate in the Youth Services-sponsored program at the school plant. Through the cooperation of the adult school, the day school, Youth Services personnel, and the group guidance section of the Los Angeles County Probation Department, the gangs have developed a sustained interest in such worthwhile activities in place of the previous gang warfare.

--Reported by Fremont Adult School

USE OF THE STUDENT COUNCIL CONCEPT

Two students from each class, one representative and one alternate, are elected to the adult school student council. This group not only aids in the formulation of policies and in the administration of the community relations program, but also represents fellow students in community activities. Student council representatives participate in activities of the local chamber of commerce, coordinating council, and welfare planning council, and are often active on committees of these organizations. Frequently, the student council representatives are members of minority groups. As the only non-Caucasian members of community committees, they contribute much in the way of inter-group understanding.

--Reported by Fremont Adult School

ASSUMING THE ROLE OF COMMUNITY LEADERSHIP

Adult schools assume roles of leadership within their communities by continually offering such programs as the following:

- "Community Goals Conference," held on a Saturday last year, was attended by community, civic, business and cultural leaders for the purpose of analyzing the present state of the area and of discussing means for cooperative effort to determine and achieve future goals
- Special programs were held shortly before the election, in cooperation with the League of Women Voters, to provide citizens with objective information about the measures which appeared on the state-wide ballot

--Reported by Van Nuys Adult School

A LECTURE SERIES ON HUMAN RELATIONS

Several community agencies and the adult school jointly sponsor a six-week lecture series dealing with human relations. Speakers are provided through the cooperation of the Los Angeles County Commission on Human Relations. Subjects covered include: an explanation of racial tensions and their origin, the differences in cultures, discriminatory real estate practices and their implications for minority groups, fair employment practices, problems of school integration, and the responsibility and opportunity presented to America in the eyes of the world for the equitable solution of these problems.

--Reported by Fremont Adult School

GRANTING OF SCHOLARSHIPS TO ADULT SCHOOL GRADUATES

The Regional Association of Practical Nurses was organized at the adult school several years ago. Since that time, the association has been instrumental in awarding scholarships to outstanding graduates in nursing who plan to continue training on the college level. This program has resulted in an increase in enrollment and the addition of another class in practical nursing. Educational opportunities and interest in the improvement of scholastic achievement have also been stimulated by the establishment of other scholarships. These include:

- Kiwanis Club of South Los Angeles: $50 to outstanding student in high school graduating class
- Men of Tomorrow, Inc.: $100 in 1962 to outstanding graduate entering college in the fall semester
- Graduating class gift of 1962: A plaque on which the names of scholarship winners will be inscribed

--Reported by Jefferson Adult School

CLASS IN HOME MANAGEMENT COUNSELING

At the request of both tenants and social workers in the public housing developments, an experimental course was offered to teach volunteers how to serve as home management counselors to tenants requesting such services. Many of the housing project tenants have recently come from rural areas and are unfamiliar with city life. Often they are receiving state aid and have difficulty with household management. Following completion of the training program, volunteer counselors are prepared to aid selected families to become acquainted with local facilities and city life and to provide instruction regarding household budgets, food preparation, standards of cleanliness, and management of household taks.

--Reported by Jordan Branch of Fremont Adult Summer School

SOME STANDARD PRACTICES FOR COLLEGES

- Weekly forums on public affairs, drama productions by students and neighborhood groups, and community music programs sponsored by the college
- Leadership by college students in community charity drives
- Participation by college staff and student body leaders in local community clubs and planning organizations
- Provision of public relations clearing house for community agencies through use of journalism students and staff
- Well-stocked college libraries open five nights a week as student study centers

SELECTED EXAMPLES OF PROMISING PRACTICES

A COMMUNITY-WIDE FUND-RAISING PROJECT

Contributions to be used for $50 student grants are collected in the fall by junior college clubs, staff members, and administrators. For example, at a businessmen's luncheon it may be possible to obtain 20 donations of $2.50 each or 50 of $1 each. It is emphasized that $50 will pay for a student's fees and books at junior college, while $75 will pay for such expenses at a state college. These comparatively small sums are considered "scholarships" by the students. Receiving one is a source of both recognition and encouragement. During the spring semester, contributors may be contacted again for additional donations so that the same student may remain in college.

Parish clubs, women's groups, and local social clubs are often willing to sponsor a small benefit dance to raise $50 or $75. The reward is always presented in the name of such a group and received by the student at one of the club meetings. These are some examples:

- The Mexican-American Electrical Workers Union of Montebello sponsors a dance every year to provide $75 for an electrical engineering student of Mexican descent at East Los Angeles College to attend Los Angeles State College in his junior year

- The employees of a pharmaceutical supply company, all of Mexican descent, have three times contributed to permit a student to major in chemistry or pharmacy

- The Armando Castro Memorial Scholarship Fund began in 1954 when donations of 50 cents each were collected from friends of a deceased student to establish a fund in his honor rather than to purchase flowers for the funeral (This fund has since helped more than 250 students)

In the spring of 1962, 17 students from a local high school received $50 grants to permit them to attend the college.

--Reported by East Los Angeles College

A BIOLOGY CLUB FOR ELEMENTARY CHILDREN

A biology teacher from a junior college in a culturally depressed area found that a number of 10-year-old boys from a nearby housing project were constantly loitering near the biology laboratory to observe experiments and examine objects through microscopes. The boys were organized as a group, and its members were honored by special T-shirts bearing the college name. These were donated by the local Rotary Club. Now the children clean animal cages in the biology laboratory for the privilege of looking through the microscopes, playing with the white rats, and accompanying the college students every semester on trips to the marine laboratories and the San Diego Zoo. This program began six years ago and has been maintained through "three generations" of 10- to 12-year olds.

--Reported by East Los Angeles College

ADVISORY COMMITTEES TO ASSIST STUDENTS

When two-year terminal courses are offered in skilled trades, business methods, and semi-professional occupations, the most effective link between the college and the community is an advisory committee consisting of representatives of management and labor who work closely with members of the college staff. Semi-annual breakfast or luncheon meetings are held for discussion of course requirements and sequences, evaluation of current training techniques, and study of job opportunities for recent graduates. Trade Technical College reported that 46 such active advisory committees involve more than 500 leaders in industry and business. Cooperating groups include: The American Society of Tool and Metal Engineers, Advertising Club, Merchants and Manufacturers Association, National Office Management Association, and Joint College Federal Service Council.

--Reported by Los Angeles Trade Technical, East Los Angeles, and Valley Colleges, and Metropolitan College of Business

USE OF JUNIOR COLLEGE FACILITIES

Junior colleges which serve a specific local community can make their auditorium available for many types of cultural programs. Travel lectures, current affairs forums, or symphony concerts can be offered without charge to community residents. A college in an area where a particular foreign language is spoken can become a center for programs in that language to maintain and stimulate pride in that culture for both older and younger citizens. For example, outstanding Spanish-language motion pictures from Mexico, Argentina, and Spain are shown without charge each month by the foreign language department at East Los Angeles College. This series has a following of nearly a thousand people. Other examples of cultural programs of interest to the community include the Athenaeum Lecture Series at Valley College, Van Nuys; the Public Affairs Forum at Harbor College, San Pedro; and the Monterey Park Community Concerts at East Los Angeles College, the greater Eastside.

--Reported by Los Angeles Harbor, East Los Angeles, and Los Angeles Valley Colleges

A COMMUNITY-WIDE EMPLOYMENT CONFERENCE

The Council of Mexican-American Affairs, utilizing a local high school or junior college plant within the Mexican-American community, sponsors an employment conference each spring for students and parents. Employment agencies, civil service personnel, and personnel directors for large local industries, such as steel plants, aircraft industries, tire factories, and automobile assembly plants, are represented. School administrators and instructors assist in planning and publicizing the event. A principal speaker - for example, an official from the California State Department of Employment - addresses the conference in the auditorium, after which resource persons from various types of job placement agencies lead small discussion groups. High school and college students of Mexican descent mingle with adults, discover a variety of opportunities, and feel that there is no stigma attached to their nationality or background if they become well-trained in some salable skill.

--Reported by East Los Angeles College and Garfield High School

SECTION VII

SCHOOL-PARENT RELATIONSHIPS

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SOME STANDARD PRACTICES FOR ELEMENTARY SCHOOLS

- Parent-education classes taught by administrators
- Prominent speakers for parent groups
- Cooperation with P. T. A. on creative, flexible basis
- Home visits by administrators and other staff members
- Orientation of transient parents to make them feel at home in the community
- Conferences with parents of children new to school
- Distribution of communications in Spanish to Spanish-speaking parents
- Grade-level and kindergarten teas for parents
- Parent-education classes at the school and off campus
- Well-organized homework programs involving parent participation
- Citizenship classes for adults
- P. T. A. and school-sponsored lectures on parent education, dropout problems, and other pertinent topics, in cooperation with the Adult Education Branch, Division of College and Adult Education

SELECTED EXAMPLES OF PROMISING PRACTICES

ORIENTATION THROUGH A SCHOOL-PRODUCED MOTION PICTURE

The vice-principal produced a color film which depicted much of school life outside the classroom, including activities of student service groups, the library committee, and the orchestra; the lunch hour program; work in the school garden; a class study of a mobile unit in agriculture; the flag ceremony; a field trip to Hancock Park; visits to the opera; and kindergarten children with animals which they had cared for. Pupils provided the narration for the production. The film, which was shown during Open House to eight capacity audiences, helped to assure a better understanding of many school activities.

--Reported by Gault Street Elementary School

A WELCOME BOOK IN A TRANSIENT NEIGHBORHOOD

Because of its location in a changing community composed of many apartment houses, the school staff has witnessed an increased rate of transiency. To combat this problem, an eight-page booklet was prepared for distribution to parents upon enrollment of their children. The publication summarizes information on school regulations, teacher conferences, report cards, the cafeteria, good grooming, safety, re-admissions, and civil defense. It includes a map showing the streets in the school district. Parents are also invited to join the P. T. A.

--Reported by Ninety-Fifth Street Elementary School

PARENT-TEACHER GROUP CONFERENCES

The procedure of holding parent-teacher conferences in groups has been very successful at this school. These are conducted at the end of the third week of the semester. Each teacher explains the daily program and semester plans, shows samples of the children's work, exhibits materials of instruction, and answers parent questions. As many as 75 per cent of the mothers in a given class have attended these conferences.

--Reported by One Hundred Thirty-Fifth Street Elementary School

PARENT ORIENTATION TO DROPOUT PROBLEMS

A special campaign to emphasize to pupils and their parents the importance of taking advantage of educational opportunities was conducted. The sixth-grade teachers and their pupils gathered data on dropouts, and three A6 classes made a special study of this subject. An evening meeting was held for parents of sixth-grade pupils to point out highlights of this problem. Each sixth-grade teacher and the head counselor of the local junior high school discussed their findings. The parents were extremely interested and asked many questions. A continuation of this activity is anticipated.

--Reported by Hooper Avenue Elementary School

GUIDED TOURS FOR PARENTS

A series of guided tours was conducted to enable parents to gain a deeper understanding of the school's academic program. Each week, five parents received a personal letter from the principal inviting them to spend the morning at the school and to have lunch with certain staff members. A one-hour session after lunch was used as a question-and-answer period.

The morning program consisted of six visitations. By the time this project was completed, two groups of parents had observed in every classroom. The principal included as much variety in grade levels and types of academic work as possible. Arriving early enough to observe the morning play period, the parents received copies of an agenda on which there was space for questions. They were informed that the program was planned to help them become acquainted with the school and asked to tell their neighbors about what they learned.

--Reported by Gledhill Elementary Schools

ENGLISH FOR FOREIGN-SPEAKING PARENTS

A class for foreign-speaking adults is held from 9 a.m. to 12 noon on Mondays and Wednesdays. Enrollment has averaged about 30, and most adults remain in the class from a year to a year and a half. The teacher is provided by the San Fernando Adult School.

--Reported by San Fernando Elementary School

COMMUNITY LEADERS SPEAK TO PARENTS

The P. T. A. actively sponsors speakers and classes for parents. One of the most outstanding programs consisted of presentations by respected leaders of the Mexican-American, Japanese-American, and Negro communities, who frankly discussed obstacles they had faced in obtaining higher education. They explained the factors involved in their achievements and their sense of responsibility to return to their respective ethnic groups to inspire youth to respect knowledge and learning.

--Reported by City Terrace Elementary School

BECOMING A "UNITED NATIONS" SCHOOL

School enrollment has gradually changed from all-Caucasian to that of the "United Nations." To help develop an understanding and appreciation of one another's culture, the school staff emphasized observance of Brotherhood Week and Negro History Week. An exhibit of Negro ceramics and literature was displayed in the auditorium. Programs with special speakers and music on inter-cultural themes were presented to the children and the P. T. A. Mrs. Jessie Sams, author of White Mother, a book which was published in condensed form in the Reader's Digest, spoke to the children and parents.

During another year, Oriental Week was observed by exhibits of creative arts from Oriental countries. The school nurse taught the children Chinese songs and games. At still another time, the P. T. A. sponsored a very successful program by exchange students from Pepperdine College, who represented various nations. As another means of developing international understanding, children in costumes of their native countries take turns in leading the flag salute at P. T. A. meetings and assemblies.

--Reported by Figueroa Street Elementary School

CLASSES FOR PARENTS HELD AT THE SCHOOL

For a semester, a parent-education class was held at the school on one night a week from 7 to 10 o'clock. Organized and staffed by the Reseda Adult School, the course covered "How to Help Your Children Learn" and included a review of curriculum content at grade levels, methods of instruction, time allotments for various subjects, role of parents in helping children at home, and techniques of home study. Staffed by the local adult school, a pre-school child-observation class was conducted during the day. Parents had opportunities to observe their children at play and to study about child growth, development, and child care.

--Reported by Gault Street Elementary School

PARENTS PARTICIPATION ON FIELD TRIPS

With the Men's Club as sponsor, weekend field trips to various points of interest are being arranged. The first in the series is a visit during the summer to the California Museum of Science and Industry. Other plans include trips to the Griffith Park Observatory, the Arboretum, the Huntington Library, and the campuses of local colleges and universities. The key to this activity is the joint participation of parents and their children. Too many trips are conducted by professional leaders without involvement of parents. The value of many of these experiences can be increased when one or both parents accompany their children.

--Reported by Marianna Avenue Elementary School

COMMUNITY CONCERT SERIES

The school is initiating a series of monthly community concerts for parents. These are being scheduled on a week night so that fathers and mothers may attend. Performers will be graduate students from the schools of music at U. C. L. A., U. S. C., Occidental, state colleges, and other institutions. In addition, the Bell Telephone Symphony Orchestra and the Bell Telephone Choir have shown interest in the project and have volunteered to perform. The Los Angeles City Bureau of Music is also cooperating by having one of its music groups participate.

--Reported by Huntington Drive Elementary School

ASSISTANCE BY ROOM MOTHERS

The third vice-president of the school P. T. A. serves as Room Mother Chairman. Her duties consist of conducting an orientation program for room mothers and serving as a consultant and confidante for them. Two room mothers are assigned to each classroom. They telephone the mothers of children in that room regarding special events, ways and means activities, school parties, and other P. T. A. functions and also serve as hostesses on Parent Visitation night and Open House night.

From a community relations standpoint, this activity has been very helpful. As mothers are contacted by telephone, they can ask questions concerning the school which they would be reluctant to direct to a teacher or the principal. Because of these liaison duties, the room mothers are in a position to clear up misunderstandings that otherwise might be detrimental to the school program.

--Reported by Kentwood Elementary School

PARENT-EDUCATION CLASS IN CHURCH BUILDING

A variation of the child-observation class for pre-school children and their parents was conducted at a local church plant because there was insufficient space at the school. The children were accompanied by their mothers, and each group formed its own class. The children learned to sing, play, and eat together under parental supervision, while other mothers discussed problems related to child care. Films, books, and guest speakers were used during the course. The teachers were provided by the Adult Education Branch, Division of College and Adult Education.

--Reported by Figueroa Street Elementary School

SOME STANDARD PRACTICES FOR SECONDARY SCHOOLS

- **Parent conferences conducted by administrators, counselors, teachers, and other school personnel**
- **Communication with parents through letters, telephone calls, report cards, and special notices**
- **Home visits by child welfare and attendance supervisors and school nurses**
- **Cooperation with P. T. A. members and P. T. A. boards of directors**
- **Invitations to parents to attend school-sponsored functions**

SELECTED EXAMPLES OF PROMISING PRACTICES

INVOLVING PARENTS IN THE SCHOOL PROGRAM

One of the responsibilities of the homeroom teachers is to select an adult homeroom representative. The method used is dependent upon the skill of the individual teacher. The representatives perform effective service in contacting the homes of the pupils in each homeroom and in assuring good publicity coverage for any school-sponsored program. An important advantage of this system is that it makes immediately available a group of well-informed parents who are in a position to assist whenever a problem arises in the school. Discussion by these representatives may be an important factor in arriving at a feasible solution.

--Reported by Mt. Gleason Junior High School

PUPIL-CONDUCTED TOURS FOR PARENTS

Parents are encouraged to visit the school and observe classes in action. Many who come are hostile or misinformed regarding the program. An effective procedure is to arrange for pupils to conduct the parents on a tour which includes visits to classes of their own choice. As a result, there is often a complete change of attitude on the part of the parent, and a better understanding between the school and the home is created.

--Reported by many high schools

INFORMATION FOR PARENTS REGARDING CLUB PROGRAM

A "stockholders' report" sent home to parents explains the kinds of school clubs, their purposes, and the nature of the activities. In addition, a schedule of meetings is provided. Parents are urged to help pupils capitalize on these opportunities through participation in the club program.

--Reported by Berendo Junior High School

INCREASING ATTENDANCE AT SCHOOL PROGRAMS

To stimulate interest in programs sponsored by the school, the Student Council writes invitations to parents which are delivered by individual pupils. In addition, each member of the Student Council is responsible for calling at least five parents and extending a special invitation for them to participate.

--Reported by Hollenbeck Junior High School

A SCHOOL-COMMUNITY ORGANIZATION APPROACH

Resources of a coordinating council, of a Parent-Teacher Association and of the elementary and secondary schools in a community were combined to present a parent-education class organized under the auspices of the coordinating council. Through the schools and their Parent-Teacher Associations, parents were invited to attend the class, which was held at a centrally located elementary school. Through the coordinating council, a specialist in the field of parent education and community organization was assigned to teach the class. It met from 7 to 9:30 p.m. once each week for several weeks.

--Reported by Garfield High School

A FATHER-SON BANQUET BY THE INDUSTRIAL ARTS DEPARTMENT

At first, the purpose of a father-son banquet was to motivate interest in the industrial arts program. Although the program no longer needs promotion, the banquet continues to maintain and expand interest in industrial arts through presentations of awards to boys who have completed outstanding projects. The dinner is followed by a program which has both entertainment and educational value.

--Reported by Reed Junior High School

JOINT SPONSORSHIP OF A FORUM PROGRAM

Each semester, a morning forum is presented to parents under joint sponsorship of the P. T. A. and the school. The program is designed to provide an informal setting in which parents can ask questions of the principal and the school staff regarding any aspect of the school program. The meetings are held in the school library from 9:30 to 11 a.m. Parents feel free to ask any questions they wish because no agenda is prepared.

--Reported by Grant High School

ORIENTATION OF PARENTS OF TENTH-GRADE STUDENTS

Parents of tenth-grade students are invited to attend a night program held in the school auditorium to learn about such aspects of the school program as graduation requirements, homework policies, the student activities program, the guidance program, and scholarship standards. The presentation is made by a panel composed of the principal, the vice-principal, the head counselor, and the scholarship coordinator. Afterward, time is allowed for discussion and questions by the parents.

--Reported by Banning, Grant, and
Jefferson High Schools

PARENT EDUCATION BY THE SCHOOL PHYSICIAN

Each year, the principal and the school physician plan a series of parent-education sessions to which all parents are invited. Whenever the physician visits the school, he sets aside one hour for the parent-education class. Much of the time is devoted to answering questions from the parents.

--Reported by Garden Gate High School

RECOGNITION DINNER FOR STUDENT LEADERS AND THEIR PARENTS

Parents are invited to a dinner honoring pupils who hold club and student body offices. Club sponsors and administrators conduct the program.

--Reported by Reed Junior High School

A JOINT HANDBOOK PROJECT

A joint handbook project is designed to provide parents with pertinent information about the P. T. A., the school program, and important policies. The titles of the sections of this handbook illustrate the nature of its contents: Have a question? Whom to call?; Lockers - Lost and Found - Senior Class Activities; Attendance; Clubs and Organizations; Campus Dress - Bell Schedule; Counseling - Testing - Scholarships; Parent-Teacher Association; and Laws Affecting Parents and Youth.

With a format which lends itself to convenient, quick reference, the handbook is printed at the school on a multi-lithograph press. Students address copies to their parents, and the handbook is mailed to homes by the P. T. A.

--Reported by Cleveland High School

SOME STANDARD PRACTICES FOR ADULT SCHOOLS

- Coordination with day school P. T. A. 's in offering parent-education classes, child-observation classes, and lecture and forum series
- School plant facilities available for use by parent groups

SELECTED EXAMPLES OF PROMISING PRACTICES

EXPANDING THE PARENT-EDUCATION PROGRAM

An effective parent-education program is essential in every school. Through attendance at parent-education and child-development classes, parents are able to prepare their children more effectively for continuation of their education. Establishing these classes in every elementary school where facilities are available may be a desirable goal. Such a program may be highly effective "public relations" for the entire school system.

--Reported by Gardena Adult School

COORDINATION BETWEEN THE ADULT SCHOOL AND THE P. T. A.

An effective means of serving the community is maintaining close liaison with the P. T. A. at all school levels. The adult school has an integral part in the Elementary School P. T. A. council and its activities. Early each fall, P. T. A. presidents from all schools in the area meet with adult school personnel to establish goals for the coming year. In the past, such topics as these have been discussed during a luncheon program: How to Help Your Child Learn, Our Growing Family, Understanding the Elementary School Child, Our Teen-agers, You and Your Family, Adolescent Growing Pains, Modern Family Problems, The Tweens - The Pre-Adolescent, and Education for the World of Work.

At the annual planning session, an attempt is made to identify the most urgent community needs. When these are determined, the adult school and the other community agencies sponsor lectures regarding solutions to these problems.

--Reported by Gardena Adult School and the majority of adult schools

SELECTED EXAMPLES OF PROMISING PRACTICES

PARENT PARTICIPATION IN CLASSES AND CONFERENCES

One junior college reports large enrollments in an extended day family relations course (Sociology 12). Classes consist of parents from a nearby economically depressed community and represent four different ethnic groups. One class is composed entirely of parents of children in one nearby elementary school which serves pupils of Mexican descent.

Because of the interest in these classes, a two-day conference on "Family Relations for Parents" was conducted in the foyer of the college auditorium. Forty-one parents from three ethnic groups attended. Discussion groups were organized by sociology instructors and the parents themselves served as resource leaders. Films dealing with problems in parent-children relationships were shown at the conclusion of the two-day session.

--Reported by East Los Angeles College

SECTION VIII

PRACTICES IN OTHER URBAN AREAS

THE EXAMPLES OF PROMISING PRACTICES PRESENTED IN THIS SECTION HAVE BEEN REPORTED FROM OTHER URBAN AREAS. THEY CONTAIN USABLE IDEAS WHICH MAY BE ADAPTED TO FIT LOCAL CONDITIONS.

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SELECTED EXAMPLES OF PROMISING PRACTICES

THE CULTURAL HERITAGE OF SPANISH-SPEAKING CHILDREN

A series of successful programs was held in which Puerto Rican community leaders addressed faculty meetings. The cultural backgrounds of the recent in-migrants from Puerto Rico, from which so many of the children in the school had come, was explained from the point of view of both rural and urban residents from San Juan. The ideals, attitudes, and problems of the new in-migrants were explained to faculties. Teachers who had visited Puerto Rico were of particular value during this program.

High Roads Project
Philadelphia Public Schools
Philadelphia, Pa.

RAISING THE SELF-IMAGE OF TEEN-AGE YOUTH

A program to provide summer employment for high school students in five Long Island towns was reported as particularly effective. The program is based on a "Junior Dependable" membership card system. School counselors recommend students to employment agencies in the community after they have been screened and classified by the school staff and briefed on proper dress and behavior for employment. Then a membership card marked "Dependable" is issued after a student signs a pledge "to be reliable, conscientious, and trustworthy on the job." Since the program was started in 1956, "only three have broken the pledge" although 100 or more students have been placed each summer. Employment agencies and the school staff join in seeking job opportunities in the community for the "Dependable" in such fields as sales, delivery, stock, receptionist, and office work; gardening, theatre ushering; and camp counseling.

Cedarhurst Office
State Division of Employment
Cedarhurst, Long Island, N.Y.

From: Social Dynamite
National Committee for Children and Youth
1145 19th Avenue, N.W.
Washington 6, D.C.

A PROJECT TO HELP THE CULTURALLY DEPRIVED

A Detroit program in one junior high school and two contributing elementary schools contains several ideas which could be utilized in the Los Angeles City Schools within the framework of the present budget, even though the original project required financial aid from a foundation.

Teachers in the three schools attended a two-week, pre-school workshop and a bi-weekly in-service training program throughout the school year to hear talks by community leaders from minority groups. Parents were invited to attend, and plans for upgrading the school programs were discussed. Community leaders volunteered to conduct story hours after school and to assist with science, photography, and junior Audubon Clubs. Community leaders and teachers joined in taking pupils on extra field trips. The Detroit city authorities offered swimming pool and playground facilities to groups from the three schools.

Successful parent councils were developed by opening the schools for parent activities at night. Several clubs were organized for such activities as group discussions, sewing and cooking, furniture repair, and "do it yourself" woodworking. Under the leadership of other fathers in the community, evening sessions were held in job upgrading for fathers, and even a "pinochle club" was organized.

S. M. Brownell
Superintendent of Schools
Detroit, Mich.

SCHOOL-SPONSORED FIELD TRIPS FOR PARENTS

Field trips for parents of Spanish language background have been very successful. Organized by an elementary school principal, the excursions have been held on Saturdays and have included visits to sites of historical importance in Philadelphia. A Spanish-speaking teacher accompanies each group to translate the explanations made by the guides.

High Roads Project
Philadelphia Public Schools
Philadelphia, Pa.

AN ENRICHED CULTURAL PROGRAM CONDUCTED ON SATURDAYS

A cultural enrichment program is conducted at a vocational high school on Saturdays for elementary school and junior high school pupils. Community band, chorus, and little theatre group activities and several art classes are included. Busses are furnished for pupils and interested parents. When newcomers attend the Saturday program, a follow-up letter is sent to the parents which reads:

> It was a pleasure to have had (pupil's name) in the __________ group at the Vocational High School Building last Saturday morning. We know how important parents' efforts are in helping young people attend such classes. We want to thank you and other parents like you for seeing that your child uses every opportunity to improve himself. We are looking forward to seeing him again next Saturday at 9:30 a.m. We welcome you to come yourself and see the program in operation.

Great Cities School Improvement Program
Chicago Public Schools
Chicago, Ill.

TEACHER AIDES FOR ELEMENTARY SCHOOL SUMMER PROGRAM

Selected high school students were recruited to assist elementary school teachers as aides and to help children as tutors. Prior to participation in the program, the recruits attended orientation meetings. Every volunteer was permitted to select a field of specialization. Choices were art, language, mathematics, science, and reading. The aides helped teachers prepare art materials and graded language papers under teacher supervision. The purpose of the program is to improve the academic competency of elementary school children.

Berkeley High School
Berkeley, Calif.

THE USE OF HIGH SCHOOL STUDENTS AS HOMEWORK HELPERS

Through the New York City Mobilization for Youth Program, high school juniors and seniors are used as after-school tutors for slow readers among elementary school pupils. The schools involved are in low-income areas. Prospective tutors, who must be in the upper 25 per cent of their academic classes, receive pre-service training during eight sessions which are conducted by reading, arithmetic, and language arts specialists. Semi-monthly meetings with the student helpers are arranged. Tutors are assigned to specialist teachers for individual guidance as required. Each tutor instructs three or four elementary school pupils and meets with each pupil twice a week for one hour. The plan may be worked out to provide honors or service credit for the tutors rather than hourly pay.

Mobilization for Youth, Inc.
215 E. Second Street
New York 9, N. Y.

"PUPIL'S AGREEMENT" IN EMPLOYMENT PROGRAM

A work-study program which involved a "Pupil's Agreement" or contract was arranged by the school for potential dropouts. As a part of the program, the coordinator of special employment released potential dropouts for half-day jobs. School credit was granted for this work experience if the student complied with the contract requiring "neatness, promptness, regularity, and best efforts at job and school." The students conferred with the coordinator regarding problems and were required to obtain his permission before changing places of employment. They also reported to the coordinator's office regularly concerning their earnings and personal budget.

From: Social Dynamite
National Committee for
Children and Youth
1145 19th Avenue, N. W.
Washington 6, D. C.

Miss Edna Zamzow
Coordinator, Special Employment
Lincoln Public Schools
Administration Building
720 South 22nd Street
Lincoln, Neb.

PROJECT TO HELP THE COLLEGE-CAPABLE STUDENT

The Demonstration Guidance Project of the George Washington High School in New York conducted an advisement service as a part of the Higher Horizons Program for college-capable students in an inter-racial, economically depressed area. Such a service could be provided on a limited scale within any high school's budget.

College-capable students were identified by the time that they completed the eighth grade. A special counselor conferred with these students individually four times each semester during each of the next three years. In the junior year, the group met to view films which described college programs and visited some of the four-year and two-year institutions in the New York metropolitan area. Some of the students "had the experience of spending a week at the Amherst campus so that they might gain first-hand experience about campus life."

During guidance lessons, the students received instruction concerning the completion of various application forms, including those required for the College Entrance Examination Board tests, for admission to college, and for scholarships. Parents were also assisted in preparing the college scholarship application forms. A letter describing the project and a letter from the principal summarizing the student's plans, character, and financial status accompanied each application for college entrance. Much valuable assistance was also provided by personnel of the College Entrance Examination Board. Two counselors from the National Scholarship Service and the Fund for Negro Students visited each school on six occasions to discuss opportunities and procedures with the seniors in the college-capable group.

A Higher Horizons Program report listed 60 students of the original 148 who are now continuing their education beyond high school. Nineteen received four-year scholarships at "highly selective colleges."

Fourth Annual Progress Report, 1960
Demonstration Guidance Project
New York City Board of Education
New York, N. Y.

A JOB-PLACEMENT COORDINATOR FOR DROPOUTS

A job-placement program is maintained for dropouts who are not a part of any one of the formal work-experience programs. The coordinator in charge of the program assists students 15 to 18 years of age in developing adequate job-learning techniques and in obtaining suitable employment. Referrals to the program are made by counselors at the time that students withdraw. They may continue to report for help as long as the coordinator and student believe that it is profitable to do so. Sessions with the dropouts are individualized and informal; and the entire focus of the program is on job finding.

From: Social Dynamite National Committee for Children and Youth 1145 19th Avenue, N. W. Washington 6, D. C.	Dr. Margaret E. Andrews Consultant in Business Education and Placement Board of Education Minneapolis, Minn.

MAINTAINING CONTACT WITH HIGH SCHOOL DROPOUTS

A form letter, a job application sheet, and a list of names, addresses, and phone numbers of nearby placement centers are used in contacting every dropout when the high school can furnish a permanent address. The letter is written on Great Cities School Improvement stationery. It begins with the student's name and reads:

> The Chicago Board of Education is interested in helping young people who have left school before graduation... If we can help you, won't you let us do so?... We are working to give the teen-agers and young adults a chance to get ahead. Our services are free, and are as close as your telephone. We hope to hear from you soon. Sincerely, the Project Staff.

The project staff has devised a form on which the high school principal can refer the student who withdraws to the counselor of a vocational evening high school, list the student's interests, and suggest a program of courses.

Chicago Project
Great Cities School Improvement Program
3000 South Parkway
Chicago, Ill.

A HOME VISITATION PROGRAM

"Since the beginning of the present year, there have been identified approximately 1400 in-migrant, highly mobile, or other culturally limited families involving over 3000 pupils in Addison Junior High School and its contributing elementary schools. This involvement with the parents and all of their school-aged children, we believe, is providing a sound basis for building more effective home-school relationships. The visiting teachers have made in excess of 4000 contacts with these children and their families. In addition, the home visits were singularly responsible for organizing a Fathers' Club in one school community."

Hough Community Project
Addison Junior High School
Cleveland, Ohio

PARENTS WORKSHOPS

The District of Columbia public school system has cooperated with the Urban League in establishing parent workshops. These are held in the evening at high schools. The program was initiated to combat the problem of school dropouts.

> At these workshops, with assistance by experts, demonstrations, visual aids, and literature, the following objectives are accomplished: To emphasize the importance of having proper concern for the vocational future of children; to provide practical information about expanding opportunity; to point out the purpose and use of simple guidance tools; and to discuss community guidance and counseling resources.

From: Social Dynamite
National Committee for Children and Youth
1145 19th Avenue, N. W.
Washington 6, D. C.

Mr. James Fraser
Washington Urban League
626 3rd Street, N. W.
Washington, D. C.

A NON-PAID, SCHOOL-WORK PROGRAM FOR RETARDED STUDENTS

A school system sponsored "a work program for boys and girls with an IQ under 80 who do not profit from special classes." Their counselor encouraged employers to serve as "big brothers" to these pupils. Often a business with one or two employees can utilize students of this type to perform simple jobs; and, with patience, the businessman can teach them good work habits. The counselor visits the youths at their places of employment to check progress. Many are reported to do so well that they are retained as paid employees.

From: Social Dynamite
National Committee for
Children and Youth
1145 19th Avenue, N. W.
Washington 6, D.C.

Mr. Paul B. Stephens
Special Education
4960 78th Avenue North
Pinellas Park, Fla.

FIELD TRIPS FOR PUPILS IN DEPRESSED AREAS

An increased number of field trips have been conducted as a part of the regular elementary school curriculum.

"Recently a large number of first graders, most of whom had never been on a train, were given a real ride on the Reading Railroad," reported one school principal.

All-day trips were taken on 14 consecutive Saturdays through the effort of a single school. On each occasion, 35 different children participated. During the spring semester, a total of 45 trips were scheduled to 30 different points of interest. Great pleasure was expressed by third-grade pupils from a slum area who visited the annual city Flower Show. Another school reported field trips every Saturday to historic shrines. These were arranged especially for Spanish-speaking Puerto Rican children. The busloads of children were accompanied by a Spanish-speaking teacher-guide.

High Roads Project
Philadelphia Public Schools
Philadelphia, Pa.

READING MATERIALS FOR PUPILS IN DEPRESSED AREAS

Primers were prepared for pupils in economically depressed areas by a group of primary teachers who collected copies of mimeographed or hectographed materials which had been developed by them and other teachers for classroom use.

> For instance, one of the difficulties of teaching reading in the primary grades has been to find a primer series which contains words and experiences which the child with limited background can relate to things in his own life. After two years of work we have the "Jimmy Series," the first three-part primer segment of a proposed reading set which will run through the third grade. It is now in use experimentally in 12 Detroit schools. Produced by a team of Detroit teachers, consultants, and writers, its protagonists include Negro and white children doing things urban children do. Vocabulary words familiar to urban children are used.

The Detroit Great Cities School
Improvement Project
Detroit, Mich.

PARENT-DISCUSSION GROUPS HELD WEEKLY IN THE SPANISH LANGUAGE

Parent-discussion groups are conducted in the Spanish language at elementary schools for Puerto Rican immigrants. Fifty fathers and mothers have been meeting with a Spanish-speaking teacher every Wednesday night and are hearing talks by community leaders (with Spanish interpreters). The parents are being taught how to pay taxes and how to use voting machines. Discussions have also been presented on the use of surplus food packages from relief agencies, on the success of children in school, and on the dangers which face dropouts.

High Roads Project
Philadelphia Public Schools
Philadelphia, Pa.

"TEEN-AGE" SUMMER JOBS PROVIDED BY COMMUNITY

Citizens sponsor a summer and after-school employment program for youths in their teens to help them meet their economic needs and to provide constructive use of leisure time in the Bedford-Stuyvesant area of Brooklyn. The program is described as follows:

> Whenever possible, jobs are consistent with youths' vocational interests. In summer, teens work 20 hours per week for $1 per hour. Employers pay half; the rest is subsidized by contributions. Youths are given a Leadership Training Course twice weekly with adult counselors and elected teen-age officers.
>
> Originated for 17- to 19-year-olds by the Brooklyn Coordinating Council for Youth, a citizen group who mobilized business and professional men to finance it and provide jobs, the program has since merged with the Neighborhood Council Employment Service, which served junior high students. Candidates are referred by school, church groups, community centers; they are selected by a review committee.

From: Social Dynamite
National Committee for
Children and Youth
1145 19th Avenue, N.W.
Washington 6, D.C.

Mr. Charles Ward, Jr.
Assistant Borough Community
Coordinator
Brooklyn Borough Office
Municipal Building, Room 1101
Brooklyn 1, N.Y.

STUDENT-PARENT GUIDANCE WORKSHOP

"All-day Saturday workshops are held for junior and senior high school students and their parents. Emphasis is on reaching the underachiever and the potential dropout. Last year's first workshop was attended by 300 students and parents. The various discussions were introduced by representatives from local colleges, business, industry, and civil service employment agencies."

From: Social Dynamite
National Committee for
Children and Youth
1145 19th Avenue, N.W.
Washington 6, D.C.

Mr. Shelton Granger
Urban League of Cleveland
2123 East 9th Street
Cleveland, Ohio

PLACEMENT OF STUDENTS AS TRAINEES

A "Five-year learn-earn" program sponsored by the Manpower Utilization Council and Board of Education enables high school students from low-income groups to be placed as trainees in municipal jobs where personnel shortages exist. These students receive job training in school. Begun in 1961, the program has provided 138 jobs for trainees who otherwise might have been compelled to leave school for economic reasons. There are now 276 participants; in four more years, 1000 are expected to take part annually.

Trainees are assigned to jobs in pairs. They work and attend school during alternate weeks, receiving both pay and school credit for the employment experience and related classroom instruction. Trainees serve as stenographers, typists, key punch operators, public health aides, dietary aides, and in other positions. Ultimate employment is fairly assured for trainees through arrangements made by the City Personnel Department. The Manpower Utilization Council, which sponsors the program, is composed of representatives from industry, labor, and civic government groups.

From:	**Social Dynamite** **National Committee for Children and Youth** **1145 19th Avenue, N.W.** **Washington 6, D.C.**	**Mr. O. William Ross** **Executive Director** **Manpower Utilization Council of the City of New York** **299 Broadway** **New York, N.Y.**

SOCIAL STUDIES MATERIAL FOR CULTURALLY DIVERGENT CHILDREN

Local materials are needed for culturally divergent children in seventh- and eighth-grade geography and history classes. The hope is expressed that groups of teachers will prepare such materials in duplicated forms. A Mobilization for Youth report explained:

> **The New York State Department of Education requires that seventh graders take a course in the history of the state, and thus youngsters from hot city pavements learn of Henry Hudson's trip down the cool river. However, the history of Negro and Puerto Rican people, or even**

lower-class heroes is not generally integrated throughout the curriculum, nor is there significant encouragement for the study of the social problems created by urban slums.

The materials produced will be designed to enchance the children's self images as members of minority, immigrant, and in-migrant groups. Skilled teachers are developing such materials. One teacher in Public School 621, for example, has woven into reading improvement work sheets such aspects of everyday living as how to make sound purchases, how to find one's way around the neighborhood, how to locate community resources, and how to apply for a job.

Mobilization for Youth, Inc.
215 E. 2nd Street
New York, N. Y.

YOUTH EMPLOYMENT COUNCIL TO SERVE HIGH SCHOOL BOYS

The Torrance Police Department and local high school cooperate with a Youth Employment Council in locating jobs to help high school boys meet the cost of car upkeep. The council works with the high school in processing applications for part-time employment, after-school and during vacations. Members of car clubs, which are sponsored by the police department, participate by seeking employment opportunities and referring other youths to them. The council has no paid employees. Jobs are primarily for yard workers, casual laborers, and delivery boys. Approximately 250 placements are made annually.

Youth Employment Council
Torrance City Hall
Torrance, Calif.

A YOUTH CONSERVATION CORPS FOR LOCAL PARKS

A voluntary training program in gardening and park work was arranged by the Philadelphia Public Schools, the Probation Department, and the City Parks Department.

> **Students are often referred by the court for high truancy records. They attend school mornings and work at gardening, tree-clipping, and plant care in the afternoons under regular city park workers. The City Park Commission often gives such boys full-time paid summer work.**

From: Social Dynamite
National Committee for
Children and Youth
1145 19th Avenue, N. W.
Washington 6, D. C.

Mr. Roger F. Gordon, Director
Youth Conservation Service Division
Department of Public Welfare
Room 504, City Hall Annex
Philadelphia, Pa.

SUMMER HONORS EMPLOYMENT

A "Summer Jobs for Youth" program has been established through cooperation between the high school and the State Employment Service. The school staff provides publicity and job referrals.

> **Business and industry help supervise the program, including summer "casual" and work-experience jobs. All placements are handled by this joint employment service staff. A junior employment counselor in the State Employment Service registers, counsels, and helps students in schools, visits employers to develop jobs, and supervises student workers.**

Mr. John D. Wimmer, Coordinator
Junior Employment Service
San Diego City Schools
4100 Normal Street
San Diego, Calif.

WORK-EDUCATION PROGRAM FOR CREDIT RATHER THAN PAY

A program has been developed for high school students to receive credit without pay for work performed on school time. Five high schools of varying sizes in both rural and urban areas participate in this program, which offers a variety of work-education opportunities. High school seniors and junior college students may receive pay as well as credit during the second year of their participation. It is reported that this program includes about one-fourth of all the graduates from 1953 to 1960. A county advisory committee helps to maintain the program and to solicit support from the community.

Mr. Hal D. Caywood, Superintendent
Santa Barbara County Schools
Goleta, Calif.

A PROJECT FOR AN URBAN PEACE CORPS

Several suggestions have been received by the schools for the establishment of an Urban Peace Corps. It is proposed that adolescents from lower income areas participate in a modern C. C. C. camp program to do work resembling that performed by Peace Corps workers abroad.

A small-scale program of this type could be developed without outside funds. Mobilization for Youth, Inc., points out that:

> Recreation aides of the Urban Youth Service Corps could assist professional group workers, graduate students of social work, and experienced part-time group leaders in working in a neighborhood. These neighborhood adolescents could serve as "role models" for the younger boys to offset the examples provided by teen-age delinquents.

Mobilization for Youth, Inc.
215 E. 2nd Street
New York 9, N. Y.

A JOB-CONDITIONING PROGRAM TO HELP EARLY DROPOUTS

To assist early high school dropouts and graduates with marginal training, skills, and aptitudes, a special job-conditioning program was initiated on an experimental basis. A prospective applicant for the program is referred to the "job-conditioning" teacher, who reviews with him the student's school record, his scores on standardized tests, and other pertinent data. Mechanical aptitude and manual dexterity tests are then administered to the student by a staff member of the Youth Employment Service. When the results are compiled, a second conference is held by the "job-conditioning" teacher with the applicant, who accompanies him in meeting prospective employers.

A careful follow-up is conducted after each placement.

Dr. Carl F. Hansen
District of Columbia Schools
Franklin Administrative Building
Washington 5, D.C.